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ABSTRACT

The Northland Wilderness Experience (NWE) was established in 1985 to provide outdoor therapeutic programs for at-risk youth from the Northland region of New Zealand. The program involved a physically challenging 10-day expedition, followed by an 18-month followup period of group outdoor activities offered every 2 weeks. By the end of 1989, 280 youth had worked through 32 expeditions run by NWE. The first four chapters examine: (1) the process of assessing change and the experiential nature of research and evaluation for NWE; (2) at-risk behavior and why youth become at-risk; (3) approaches to achieving change through the wilderness experience; and (4) profiles of youth who have attended the NWE, giving information on the nature and extent of their at-risk status. The remaining three chapters look at the degree of personal change achieved by program participants. Because of frequent revisions of questionnaires, data were analyzed from only 250 participants. Questionnaire results following the 10-day expedition indicate that the experience had a positive impact on most youth and provided a catalyst for behavior change. Results from the Wilderness Self-Esteem Scale administered prior to the wilderness experience and 6 months afterward indicate significant decreases in behavior associated with helplessness and chronic low self-esteem and significant increases in coping behaviors associated with high self-esteem. At-risk behaviors decreased substantially, especially in relation to trouble with the law, and relations with families and friends improved. Includes the followup questionnaire and the Wilderness Self-Esteem Scale. (LP)

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NORTHLAND WILDERNESS EXPERIENCE

ED 372 886

An experiential program for the youth of Taitokerau

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THE NORTHLAND WILDERNESS EXPERIENCE (NWE)

A report on an experiential program for the youth of Taitokerau

April 1990

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Author Notes

The research work by the author was supported by a Research Grant from Presbyterian Support Services (Northern). Correspondence concerning this report should be addressed to Dr Margaret O'Brien, Education Department, University of Auckland, Private Bag, Auckland.

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Manager Tahu Robertson

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6. The Wilderness Self-esteem Questionnaire
7. The Follow-up Questionnaire
8. A brief report of findings from Northland Wilderness Experience

FOREWORD by Martin Ringer, Program Director

This document and the research behind it constitute a major contribution to the body of knowledge on strategic outdoor-oriented interventions for youth "at-risk". By the way, if you're thinking that my language is fairly academic, be prepared for more of the same in the main body of the report - it is, in fact, a thorough technical treatise.

And, in its thoroughness, it shows conclusively that Wilderness programs can work; it contains a wealth of information on exactly what it is about such projects that works best; and, in fact, this document is a treasure trove of information for wilderness program designers and practitioners.

It is ironic though, that I find myself writing the foreword to a report which documents the success of the NWE project at a time when the program is foundering from a lack of funding. It is particularly ironic because the program was set up on the basis that it "would be extended if the research demonstrated it to be effective"! But the greatest irony of all is that the very existence of the research project could have led directly to the program's demise, Why?... Because:

-the data on participants and outcomes gives the critics access to ammunition, i.e. what doesn't work, as well as providing proponents with information on success; and

-the full cost of the research project has been added to the operational cost, hence an apparent reduction in cost-effectiveness (Research costs include consultants fees, and wages and expenses involved in gathering and collating and processing the data).

Which brings me to the question of cost-effectiveness. My calculations, based on accurate budget records, show that the costs attributable to the full 18-month intervention involving participant and whanau is $1200 per participant/whanau. If a conservative interpretation of Dr O'Brien's figures resulted in the conclusion that 70% of clients had fully 'successful' outcomes then we would say that the cost per 'successful' outcome is $l700. And that might seem quite a lot, So we logically turn to parallel systems to do a cost comparison, e.g. corrective institutions and Social Welfare institutions, But, to my knowledge, there is no equivalent data available (at least to the public).

This report should then provide the stimulus for those in policy and financial decision-making areas in Government to demonstrate that Government solutions for the youth 'at-risk' are cost- effective in comparison to this Wilderness project (see the Appendix 1 for figures on client numbers and program operating costs).

But politics aside, I want to say a bit more about the report and the reporter. In reading this document, I got little sense of the incredibly difficult environment that Dr O'Brien was working in. The environment ranged from the illiterate, aggressive and barely verbal participant, to the academic who criticizes research according to esoteric

philosophical (though nonetheless valid) criteria. I admire the way she has found her way through this potential minefield to successfully produce this report.

Mind you, the frustrations are not Dr O'Brien's alone. A frustration for me is that it hasn't been possible to write up even a quarter of the overall learning that has been achieved by the Wilderness project. Areas that remain undocumented include:

-Being effectively bi-cultural; developing processes with staff, participants and their whanau and with members of the community that are appropriate for Maori and Tauiwi (Pakeha) including honouring the Treaty of Waitangi by our actions.

-Empowering people across the board; developing management systems that are empowering for staff, participants, their whanau and for other client groups.

-Adapting to the political and financial reality of being a part of a large social service organisation with all of its structural requirements, at the same time as honouring the two above goals and processes.

-Working in an environment of uncertain and inconsistent funding, yet retaining vision, commitment and achievable goals.

Each of the above could be the subject of a report, and each of the above factors has had an impact on the overall effectiveness of the project.

And finally, I caution you against trying to skip the parts that "aren't relevant". If you are looking only to see how many "bad" young people the Wilderness project has successfully "fixed up", you have missed the whole point! I invite you to read carefully a balanced and comprehensive discussion on the difficulties that young people face in today's society, on how some of them deal with those difficulties, and on how we, as helping professionals, can ease their path into responsible, functional adulthood.

Martin Lynch 25 April 1990

ABSTRACT

In 1985, Northland Wilderness Experience (NWE) was established as a non-profit making outdoor therapeutic program to work with young "at-risk" people from Taitokerau. Although NWE has since expanded its functions to respond to community needs by running, for example, leadership training courses and a family counselling service, this report concentrates only on the youth "at-risk" aspects of its activities.

The theory outlined here considers that "at-risk" behaviours (such as alcohol and drug abuse, acts of violence, theft, etc.) are taken up by young people as a coping mechanism in response to failure, especially failure to obtain a viable education and subsequent employment. Their perception of unobtainability of these highly desirable goals threatens their self-esteem and leads initially to renewed attempts to succeed and thereby gain control over their lives. If socially acceptable behaviour fails to produce the desired result, the young people will often turn in frustration to illegal activities. Continued failure leads to the more severe "at-risk" or "alienated" behaviours, characterized by helplessness, depression and chronic low self esteem. The effectiveness with which adolescents cope is determined by the success they have had in the past in mastering events and the modelling they have received from significant people in their lives. In fact, mastery, or the obtaining of success experiences, is one of the most important factors in the development of a young person's self-confidence or self-esteem.

The underlying principle of NWE is to reverse this process by providing young people with success experiences through the participation and mastery of the challenges of an outdoor program. The acquisition of self-esteem from these activities was expected generalize to other areas of a young persons life (i) by improving their ability to cope in relationships, with school and with their employment prospects, and (ii) to reduce their need to take up "at-risk" behaviour.

The outdoor program involved a physically challenging 10 day expedition, followed by an 18 month "follow-up" period of activities offered fortnightly. By the end of 1989, 280 young people had worked through 32 expeditions run by NWE.

Obtaining information from participants for a traditional form of "questionnaire" -type evaluation was difficult. This resulted in the need for frequent revisions of the questionnaires and, therefore, some data being available only on sub-sets of the total number of young people who have gone through the program. At the time of this report, data could be analysed from subsets of 250 of these young people.

Results, from data collected after the 10 day expedition, indicate that the Wilderness Experience has had a positive impact on most young participants. It appears that the success experienced in mastering physical challenges of the expeditions is providing the catalyst for personal change. Positive personal relationships with staff and other participants also contribute significantly to the feelings of success experienced by the

participants.

Results, from data collected six months after the expeditions, indicates that contact can be maintained with almost two thirds of the participants, but that only 40% of those who have participated agreed to complete the formal evaluation. Any possible bias that this may have introduced is researched and documented. On the available sub-set of participants, the Wilderness Self-Esteem Scale indicates that there have been (i) significant decreases in behaviour associated with helplessness and chronic low self-esteem and (ii) significant increases in coping behaviour associated with high self-esteem. There were also substantial shifts away from "at-risk" behaviour, especially in relation to trouble with the law and improved relations reported with families and friends.

Finally, the work of NWE is explained briefly as a function of therapeutic and educational processes and it is suggested that NWE could be utilized by the mainstream education system as an effective process for working with young people "at-risk".

INTRODUCTION

Northland has one of the highest youth unemployment figures in New Zealand. The consequent problems of adolescents dropping out from "normal" society and embracing alternative "at-risk" lifestyles have been of considerable concern both to the residents of the Northland region and to the Government. The types of behaviour that characterise these "at-risk" lifestyles include the abuse of alcohol, drugs and solvents, vandalism, criminal activities, homelessness, dysfunctional, families and so on.

In 1985 Presbyterian Support Services were particularly concerned with the increasing number of "at-risk" youth in the Northland region. They felt a general need to provide some form of intervention process to improve the self-concept and increase the level of self-esteem of the youths involved as they (Support) believed that these would be accompanied by a decrease in participation in "at-risk" behaviour by these same young people.

In September that year, with financial assistance from the Department of Social Welfare, Presbyterian Support Services (Northland) established Northland Wilderness Experience (NWE) as a non-profit making outdoor therapeutic program. The underlying principle of NWE was to use outdoor pursuits to provide troubled young people with the opportunity to make positive changes in their lives and help them take control of their own destinies without the use of "at-risk" type behaviours. This In turn, they believed, would enable the young people to lead rewarding lives independent of welfare agencies.

One of their tasks was to initiate a three year pilot research project which would evaluate the effectiveness of the Northland Wilderness Experience as a treatment strategy for youth "at-risk". A meeting was held for representatives of Mitchell Research of Nelson, Presbyterian Support Services of Northland (Support), and head offices of both Social Welfare and Mental Health Departments. Mitchell Research had also received Government funding to evaluate the Outward Bound program at Anakiwa. The meeting was to discuss theoretical issues and establish an evaluation process common to both programs. It was hoped that this would provide useful comparisons between the two outdoor programs as well as set up a data base against which to evaluate other youth programs. I was invited to the meeting to help in this process and, more specifically, to be available to advise Northland Wilderness Experience in the development of their program.

This report provides a summary of my work, as researcher, with Northland Wilderness Experience. My involvement has been somewhat patchy, varying from intense, as in 1986 to 1987 to quite distant, as has happened since then. This has been in part due to fluctuating resources, but also a function of my role as researcher/evaluator. While my expertise was an important ingredient to program success in the earlier developmental phase, the expertise of the project staff soon meant that they worked more independently of my consultant services.

The report spans a period of four years. We had initially intended that this report be available to cover the three year period for which government funding was available, however, fluctuations in both financial and staffing resources has meant that vital information about the young people who have participated in the program was not collected until late last year.

The report is divided into several parts.

Chapter 1: The Evaluation Process: This is a brief look at the processes of assessing change and the experiential nature of research and evaluation for the Northland Wilderness Experience.

Chapter 2: "At-risk" Behaviour is all about the behaviour that the Wilderness Experience wants to change. It examines the phenomena of "at-riskness" and why young people become "at-risK".

Chapter 3: Achieving change through the wilderness experience. Looks at ways of achieving change effectively and why wilderness programs are considered a useful intervention strategy for youth "at-risk".

Chapter 4: Provides a profile of the young people who have attended the Northland Wilderness Experience, giving information on the way and degree to which they are "at-risk".

Chapter 5, 6 and 7 look: at the change achieved..

Chapter 5 looks at the participants' assessment of the program and how that connects to the experience of success.

Chapter 6 looks at the longer term self-esteem changes in participants of the program.

Chapter 7 looks at changes maintained at 6 months. It examines the problem of "follow-up" and the behavioural changes that young people report at 6 months plus.

Chapter 8: Final comments, reflects on the fit of theory and practice in the light of the results.

This is not a report to flip through, as the theory and results are integrally bound and need to be carefully read and digested. However, for those of you who want a quick and simple guide to the results we refer you to the final section of our appendices.

Chapter 1: THE EVALUATION PROCESS

As many outdoor programs are dependent upon external funding for their continued existence, potential funding bodies increasingly require evaluations of the programs before they are prepared to proceed with the funding. For many of us this is threatening. How will we cope ? What is all this "stuff" about evaluation ? We are just outdoor educators.. why don't people leave us alone just to get on with the job? Why do we have to take on board new learning at a time like this ? and so on. However, at the Northland Wilderness Experience staff have found that the process of evaluation need not be so alienating, having considerable conceptual similarity to the processes they are already using in the outdoors to assist young people to make constructive changes in their lives.

The concept of an evaluation being a useful tool for measuring the effectiveness of courses or programs first emerged in academic journals in the early 1950's and many different definitions of evaluation have been published in the literature since then. For instance, in 1950, Tyler defined evaluation as "the process of determining to what extent educational objectives are actually being realised", while 2O years later the definition was one of "assessing the merit or worth of a program' (Scriven, 1967) or "providing information about programs for decision-making" (Cronbach 1963, Stuffelbeam et al, 1971).

Marshall & Peters (1985) describe the evaluator that emerged from this earlier period as a "scientific expert, and authoritative figure, judging and pronouncing on the behaviour of people and/or programmes". More recently, people have come to reject the judgemental nature of evaluation and advocated instead an approach that sees evaluation "a systematic examination of events occurring in and consequent to a contemporary program ....to assist in improving the program" (Cronbach et al, 1980).

In this sense, evaluation is fundamental to programs run by many outdoor educators, as it encompasses their whole method of approach including the asking of questions such as:-

"What is it we are trying to do?"
"Are we doing it in the best possible way?"
"Are we meeting the needs of our clients?" (Raeburn, 1987)

If these questions are addressed, the outdoor educator is forced to consider his or her aims and philosophies, the process by which those aims are achieved (the "formative evaluation") and the degree of success of the process (the "outcome evaluation"). As a result of the outcome evaluation, the aims and philosophies can be reassessed and the methods employed can be modified to incorporate the new knowledge. In other words, evaluation to improve the quality of a program is an on-going process and far more than a few measures tacked on to the end of a project to assess its outcomes (Raeburn, 1987).

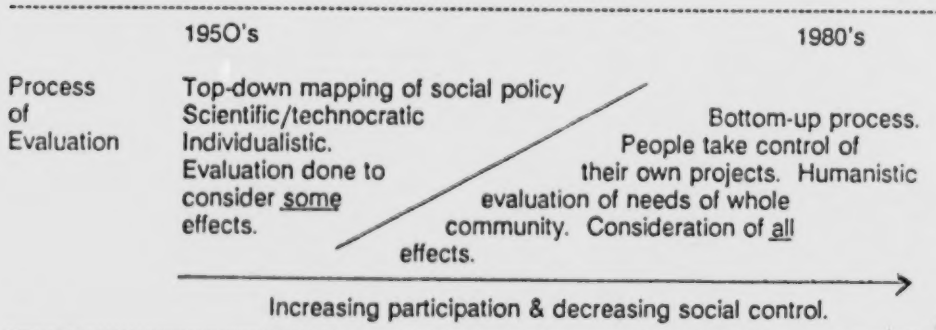
But who is to be involved in this on-going process? With the change in the concept of evaluation over the last 40 years, there has been a major paradigm shift to involve greater dialogue with all participants in the evaluation process.

With the evaluator as the expert judge, a "top-down" mapping of social policy can occur in which changes are imposed upon people, However, as Marshall and Peters (1985) point out, this type of evaluation can be the basis for social control and may serve the interests of the bureaucracy rather than the people. In other words, evaluation is done to people rather than with people.

At the other end of the spectrum of approaches to evaluation, there is an emphasis on people within the community being involved and having control over their own projects (Marshall and Peters, 1983; Raeburn, 1987). In this "bottom up" process they identify their own needs, set out their own goals and take action themselves. Raeburn (1987) calls this the PEOPLE system (Planning and Evaluation of People-Led Endeavours) and uses these central principles:-

People decide for themselves what they need and want.
The style of working is empowering (skill sharing, power sharing) and is based on co-operation, support and consensus in decision-making.
The more people who participate in the project, the better.

Figure 1 is a diagrammatic representation of the paradigm shift in the concept of evaluation over the last 40 years.


1950's
1980's
Process of Evaluation
Top-down mapping of social policy
Scientific/technocratic
Individualistic.
Evaluation done to consider some effects.
Bottom-up process.
People take control of their own projects. Humanistic evaluation of needs of whole community. Consideration of all effects.
Increasing participation & decreasing social control.

Within the trend in evaluation to be one of acknowledging an on-going process with the participation of all project staff, the role of the evaluator becomes one of "facilitator". As Marshall & Peters (1988) suggest, "It is not enough that the evaluator should have sound knowledge and that this should be applied to the evaluation, but rather this research and whatever else is needed by the community is researched and disseminated so that it improves and/or legitimates practices immediately" (p.40). The evaluation becomes a two way process, wherein the evaluator adds to the old knowledge of the project staff and simultaneously comes to understand further what is required by them to take more and more control over their projects.

The research by the Northland Wilderness Experience was conducted at two levels of inquiry that reflect both the more traditional and progressive concepts of evaluation.

I. Evaluation as traditional pre-post testing

The effectiveness of the wilderness experience courses was evaluated firstly through a more traditional one group pretest posttest design (Isaac & Michael, 1983)[1].

Pretest	Intervention	Posttest
T_1	X	T_2

The design procedure for determining whether or not, for example, the wilderness experience will increase levels of self-esteem, involves:

(i) administer at T_1 the pretest, to measure self-esteem etc. of the participants before they are exposed to the wilderness experience.
(ii) have participants work through the wilderness course
(iii) administer at T_2 the posttest (i.e. self-esteem measure etc.) after the course has been completed. Compare the measures on T_1 and T_2 to determine what difference the wilderness course has made.
(iv) apply an appropriate statistical test to determine whether the difference is significant or due to chance.

The advantage of this approach is that it provides us with a comparison of, for instance, self-esteem levels of the same group of subjects, before and after working through the wilderness course. However, the disadvantage is that we have no assurance that the wilderness experience is the only factor that contributes to the change in self-esteem from T_1 to T_2. For instance, critics could say that the participants have become older between T_1 and T_2 and that could improve their self-esteem. They could also say that just the mere fact of being tested by a self-esteem questionnaire may have had the young people thinking a lot more about what is going on for them, and that in itself could change their self-esteem.

The staff at Northland Wilderness Experience were aware of this and initially there had been attempts to use what is called a non-randomized control group pretest-posttest design (Isaac & Michael, 1983). This means that a group, as similar as possible to the group of participants, is included and tested at T_1 and T_2 but does not go through the wilderness program.

	Pretest	Intervention	Posttest
Experimental group	T_1	X	T_2
Control group	T_1		T_2

[1]Note that although this is the basic design used in the NWE research it is modified for some extra analyses. Modifications will be detailed in the appropriate sections of the text.

This would still not have overcome the effects of testing (i.e. that the test itself may cause some of the change) or selection (i.e. that differences could be caused by different people being selected for the two groups) but we improve the likelihood that the differences over and above those found in the control group are due to the wilderness experience. It was unfortunate then, that negotiations for a control group from the Justice Department were discontinued, largely because of a lack of resources from both sides.

After this, there was also an excellent attempt within Social Welfare to provide us with information from a comparison group: a group of young people who had attended a residential outdoor program at Arapaepae, Levin. Unfortunately, while the pretest information on participants attending three outdoor courses was received by NWE, Social Welfare was only able to contact six young people for posttest information, This, of course, was too small a group to provide a valid comparison for NWE participants. However, despite the limitations of the approach that had to be taken, the results have provided a wealth of information on young "at-risk" people and served as valuable feedback for the second form of evaluation conducted by NWE.

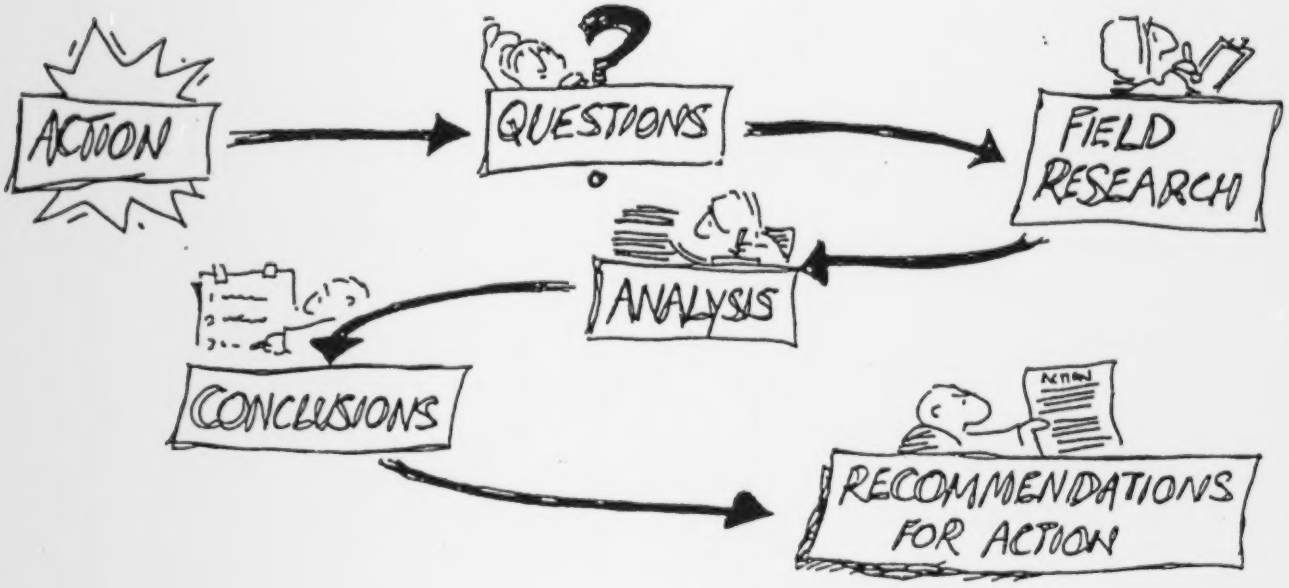
II. Evaluation as an ongoing process

To improve the quality of the program, staff have met regularly to reflect and learn from their experience with the young participants. Throughout these meetings there has been an emphasis on evaluation as it is represented by Raeburn (1987) and Marshall & Peters (1985, 1988) in that collaboration and skills sharing have been a major part of the process. This has not always been easy because improving the quality of the program indicates that staff can agree on the weak spots that need to be addressed. That, in turn, implies a value judgement about what may or may not be a problem area. There has not always been agreement and the most difficult issues of how to be more appropriately bi-cultural and honour the Treaty of Waitangi have involved considerable debate and much anguish among the staff. However, this issue could provide a report on its own and is not covered in this research report. It is mentioned though, because much of what has come from the discussion on bi-culturalism has acted as a catalyst for change in other areas of the program. In this report, what is covered relates more directly to the participants and much of what is written here is a direct result of project staff coming to grips with the questions of

"What is it we are trying to do?" (Chapter 2)
"Are we doing it in the best possible way?" (Chapter 3)
"Are we meeting the needs of our clients?" (Chapter 5)

The process of evaluation adopted by the staff is diagrammatically represented on the following page.

Evaluation is...



An ongoing process..

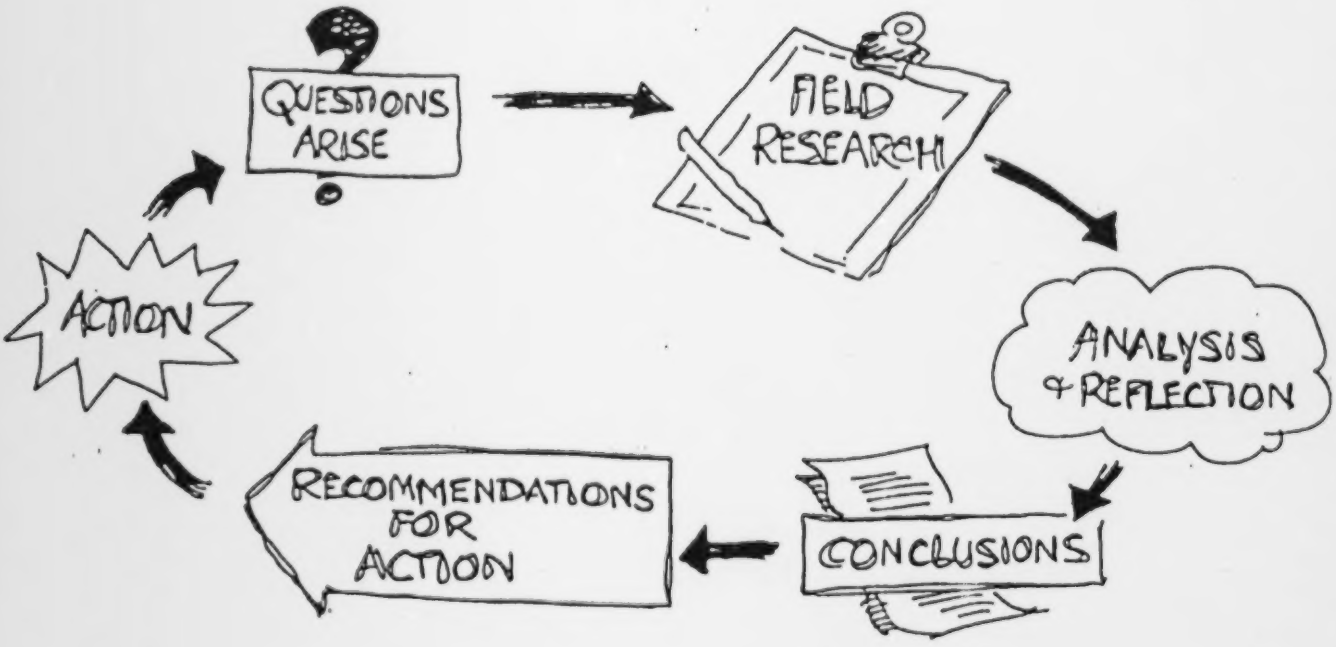


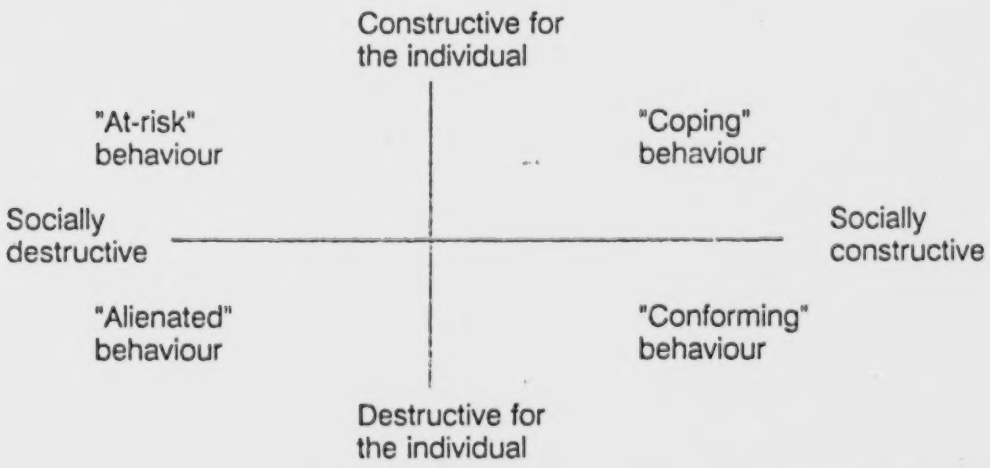
Illustration adapted from Wadsworth, Y. (1989)
Do it yourself social research Victorian Council of Social Services.

Chapter 2: AT-RISK BEHAVIOUR

In recent years there has been an increasing emphasis on the need for rehabilitative and educative programs for "at-risk" youth. An increasing number of community groups are using wilderness programs for disadvantaged young people in the belief that such experiences will build confidence and self-esteem. A body of research suggests that this approach has been successful overseas (Ewert, 1982; Richards, 1977) and in New Zealand (Bauer, 1980). However, just why these programs appear to have been successful has not been known. The first part of this report proposes a theoretical framework which has provided the basis for the practice of Northland Wilderness Experience, and explains how wilderness programs might reduce the incidence of "at-risk" behaviour and improve the self-esteem of young people. But first we need to understand what the phenomenon of "at-riskness" is all about.

We tend to think of at-risk youth as engaging in behaviours which, ultimately, are detrimental both to society and themselves. However, it is useful to consider their behaviour in relation to other adolescent behaviour at the same time, using a simple two dimensional framework. This framework, shown in Figure 2, is based on two beliefs. The first is that not all behaviours that are considered detrimental to society are

Figure 2 Types of Adolescent Behaviour



(Note that we are distinguishing between behaviours rather than the individuals showing these behaviours. In discussion, we shift from at-risk youth to at-risk behaviour without distinguishing between the two. It is more correct to talk about at-risk behaviour because young people can show different types of behaviour in different contexts.)

necessarily detrimental to the individual youths that engage in them. The second is that not all behaviours that are considered beneficial to society are necessarily beneficial to a particular individual. The framework shown in Figure 2 prompts us to re-examine assumptions about adolescent behaviours.

1. Those we call "Coping" behaviours are constructive in meeting external demands and therefore potentially beneficial both to the individual and to society. Adolescents showing "coping" behaviours will have a good sense of their own worth, be motivated by challenge and be able to learn and grow while fitting in to society.

2. "Conforming" behaviours are those which are potentially constructive for society in the short term, but which may be detrimental to the individual. Adolescents who exhibit conforming behaviour will often be motivated by fear of adverse consequences if they were to break with traditions in their family or community. For example, a young person may suppress their own needs in order to escape disapproval from his or her parents. Adolescents showing conforming behaviour may therefore respond to challenges as threatening and their sense of self will appear to be determined by external appraisal.

3. "At-risk" behaviours have similarities to "coping" behaviours in that the individuals displaying these behaviours respond to life as a challenge. However, their responses tend to be detrimental to society, while remaining beneficial to the individual, such as in the theft of food or the use of physical violence. The shift from "coping" to "at-risk" behaviour is along a continuum from constructive to destructive behaviour and can often be differentiated only as a matter of degree. e.g. The use of alcohol by an individual can result in "coping" behaviour becoming "at-risk" behaviour and can even progress to self- destructive behaviour if their alcohol consumption causes them to become involved in car accidents. Adolescents displaying "at-risk" behaviour have a sense of self that can be internally or group determined.

4. "Alienated" behaviours are essentially a more severe form of "at risk" behaviours which have become potentially destructive for both the individual and society. Individuals exhibiting "alienated" behaviour may have a sense of self which is fragmentary, delusional or non-existent. e.g. A young female entering adolescence may show interest in diet and physical fitness to "cope" with the challenge of her teenage development, but the dieting can become obsessional and she may pass from "at-risk" to "alienated" behaviours as she increasingly assumes the characteristics of severe anorexia.

Another distinction between "at risk" and "alienated" behaviours may be drawn from the degree of control that society exerts on individuals exhibiting these behaviours. As a general rule, those with "at risk" behaviour are managed with corrective training and imprisonment, while those with "alienated" behaviour are given psychiatric (or other health-oriented) treatment.

This paper concentrates on the "at risk" and "alienated" behaviour groups only. In general, both groups will be considered under the general title of "at risk" in the interests of clarity and in recognition of their differentiation by degree only.

"At-risk" Behaviour as a Syndrome

"At-risk" behaviours tend to co-occur within the same individual (Jessor, 1984). The adolescent who is involved in violent offences is also likely to abuse alcohol and other drugs, be involved in traffic accidents, attempt suicide and to have sexual problems. This supports the idea that we are dealing with a syndrome or a grouping of "at risk" behaviours, rather than a collection of independent activities. As Jessor suggests, this would indicate that:-

(i) Many different "at risk" behaviours may be meeting similar psychological needs and can therefore be expected to have common social and psychological meanings.

(ii) In dealing with a grouping of "at-risk" behaviours we are really looking at lifestyles, that is, adolescents may be choosing a lifestyle established by their peer-group, rather than adopting specific behaviours.

(iii) Intervention should be oriented towards the syndrome as a whole rather than focused on specific behaviours, such as violence or substance abuse.

Adoption of "At-risk" Behaviour

Like most of us, young people need to have some sense of control over their own lives and be free to make choices about what happens to them. Wortman and Brehm (1975) have shown that repeated failure (or anticipated failure) to achieve a highly valued goal (like passing an examination or being employed in a particular kind of work) leads initially to a more determined effort to achieve the goal. However, as the various strategies used by the adolescent fail to produce what is wanted, their motivation diminishes and their persistence is often replaced by helplessness and depression (see Figure 3). Most young people refuse to succumb to these feelings of helplessness and will struggle to maintain a sense of control over their environment. But when socially acceptable strategies do not bring about the success they require, they may resort to socially unacceptable or even illegal methods to obtain what they value successfully. **This need to have control and achieve success experiences appears to be the key to understanding why adolescents will resort to illegal or anti-social behaviours.**

The Wortman-Brehm Model

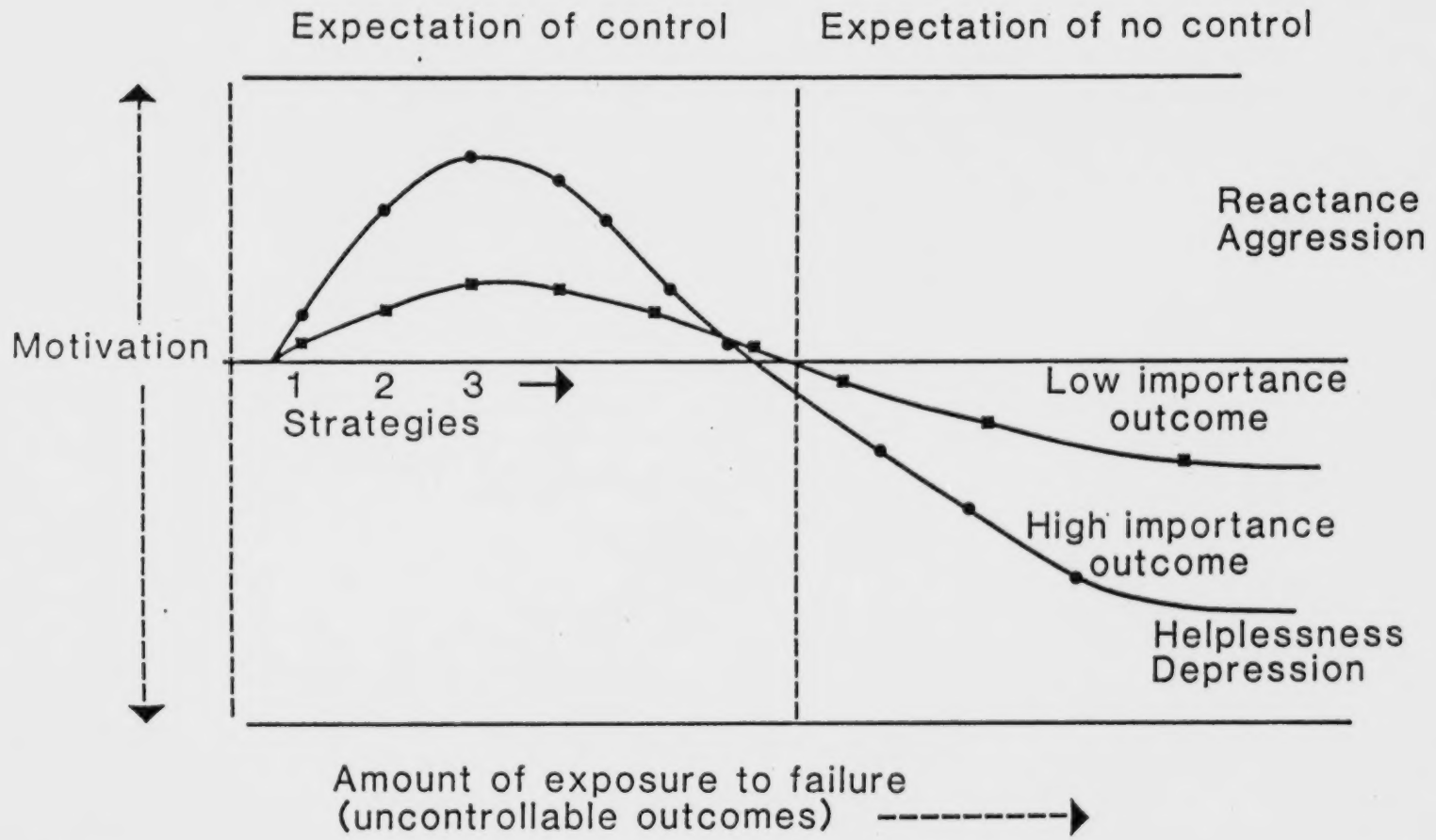


Figure 3

The model of Brehm and Wortman is depicted in Figure 3. Two interacting factors are important here: motivation, or the energy available for achieving a task, and the frequency of failure, or the number of times uncontrollable events are encountered.

Imagine, for example, the process of passing a practical test for a driver's licence. After acquiring a certain amount of driving skill as a "learner", an individual arrives at the testing station a little anxious perhaps, but well motivated to do their best (point 1 in Figure 3). However, their first attempt ends in failure. The usual response to this is to laugh it off, after all, lots of people fail at the first attempt at their licence test. The second test (point 2 in Figure 3) also ends in failure and one may show frustration by blaming the weather, or the bad mood of the testing officer, or the idiot in the car that cut them off, and so on.

For the third test, they may try to find a sympathetic testing officer and go when the weather is fine (that is, their motivation to achieve success has again increased), but again they fail ! The fourth test may involve prior special driving lessons, and so on, but by this stage they may begin to feel angry at their failure and uncomfortable in their peer group. How many people have failed their licence test four times?

If one now assumes that the individual actually sat the test ten times and failed on each occasion, they will have run out of excuses blaming external causes such as weather, other road users, bad-tempered testing officers, etc, and will be beginning to believe that there may be something intrinsically wrong with them as people. They have tried everything over which they have any semblance of control and still they cannot pass that test. ("Who needs a licence anyway, it makes much more sense to take a taxi.") Any further attempts at taking a licence will be fairly apathetic affairs ("There is no way they will pass me, I'm such a hopeless driver") and, not unexpectedly, they do fail. They cease putting much effort into the attempt because they realise that they are never going to pass, so why waste energy?

The process of dealing with uncontrollable outcomes goes in three phases:

I. At the start of the process (on the left side of the graph in Figure 3), individuals estimate that certain behaviours will lead to certain outcomes. If they do cope, we can expect them to go away energized by their success and ready to cope with the next situation that crops up.

II. However, when their estimations are not fulfilled (i.e. they fail), their reactions may show increasing frustration and anger especially towards people they perceive as blocking their way. Adolescents at this stage still expect (and are determined to have) control over events in their lives, and are more likely to resort to "at risk" behaviours to regain control of events if socially acceptable strategies do not work. This strong reaction against loss of control is what Wortman and Brehm call "reactance".

III. On the other hand, individuals who have reached the bottom right hand side of Figure 3 may know all the behavioural strategies required to successfully achieve a goal, but no longer believe they can execute the behaviour to reach the goal. In perceiving themselves to be incapable, they can become overwhelmed by a sense of hopelessness and even depression. They no longer expect to be in control, their confidence is gone and it is at this stage that adolescents may begin to show behaviours which are characteristic of the more severely "at-risk" or "alienated" youth.

The motivation an individual will show in attempting to achieve a certain goal despite continued failure is dependent upon the importance of that goal to the individual. The

more powerful the motivation, the more hostile and aggressive the response to failure will be, but also the deeper the feelings of helplessness and depression if the failures continue for too long. Similarly, the degree of reactance/hostility and depression/helplessness shown by an individual also depends on the number of occasions that the individual has been confronted with uncontrollable events. A young person could probably learn to cope with failure to pass a driver's licence test if most other aspects of their lives were successful, but if it was just another in the list such as failure at school, failure to find work and an inability to maintain positive family relationships, the more likely he or she is to take up "at-risk" behaviour in response to these uncontrollable events..

The self-esteem connection

In the example given in the discussion of the Wortman-Brehm model, that is, passing the practical test for a driver's licence, mention was made of several shifts in the individual's attribution (explanation) of blame for continued failure:-

(i) from external events (the weather) to internal events (their skill levels)
(ii) from unstable events (the idiot driver who cut them off) to stable events (their personality)
(iii) from events over which they have control (their learning techniques) to events over which they exert no control (their level of intelligence).

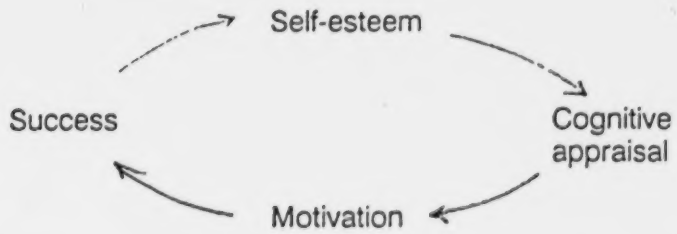
The type of attributions made are dependent upon an individual's level of self-esteem (Ickes & Layden, 1978; Stroebe et al, 1978). As a general rule, healthy individuals initially blame their failures on external, unstable events which are changeable independent of the individual (such as the weather, the mood of other people and so on). Blaming their failure on the instability of circumstances helps them feel in control of the situation, firstly, because they are no longer the cause of failure and secondly, because they are still free to make choices (avoid sitting the test in bad weather). These same individuals tend to see their successes as some internal, stable event (such as their intelligence or the strength of their personality), over which they also exert full control. These attributions act to keep self-esteem high.

However, as failure continues, their self-esteem becomes threatened and the style of attributions adopted are complex. Initially, with the reactance to loss of control, there may be some vehement blaming of other people and/or situations for failure. However, if this doesn't work and success remains evasive, they may begin to blame some internal but changeable aspect of themselves (for instance, their bad work habits).

If conditions of failure remain chronic, the individual will begin to blame more stable aspects of themselves over which they feel they have no control and chronically low self-esteem can be expected to develop. The individual also begins to attribute any success they may have to external events over which they have no control (such as luck, or the assistance of someone else) rather than to themselves. At this stage, because any increase in self-esteem could be readily be extinguished by disconfirming

evidence, they often find it easier not to take the risk of internalising the success. Their motivation is down, their success experiences appear to be invalidated and a vicious cycle is established from which it becomes increasingly difficult to break free (see Figure 4).

Figure 4 The Self-Esteem Cycle



To this extent, self-esteem and "at-risk" behaviour are intrinsically linked. Those who cope well will have the highest self-esteem and will be least "at-risk". Those who begin to experience failure will have their self-esteem threatened, and if this situation continues, are most likely to take up "at-risk" behaviour to regain control. Those who have experienced chronic failure, will most be "at-risk" and will have chronic low self-esteem.

Changing "At-risk" Behaviour: The Need for Mastery Experiences

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The implications of the Wortman-Brehm model are that it is possible to reduce "at-risk" behaviour and increase levels of motivation by reversing the history of failure encountered by young people. However, this is not simply a matter of providing young people with the knowledge of new coping strategies of how to cope with their personal situation. As we have already mentioned, a young person may know all the right strategies but, with repeated failure, no longer believe they can carry out this behaviour.

In his seminal work on behavioural change, Bandura (1977) states that, in order for the behaviour of an individual to be modified, s/he must have both the knowledge of strategies which will produce a desired outcome and s/he must have the conviction in themselves that they can make the desired outcome occur. Reversing the history of

failure encountered by young people requires that their level of confidence or expectation of effectiveness is addressed in any intervention process. Bandura suggests that expectations of personal efficacy are based on four sources of information:

1. **Performance accomplishments** are especially influential as they are based on personal mastery experiences, as in actually succeeding in a given task. Successes raise mastery expectations and failures (particularly repeated failures or failures early in the process of task achievement) lower them. When strong efficacy expectations are generated through repeated success, the negative impact of occasional failures is reduced - in fact, occasional failures that are later overcome can strengthen self-motivated persistence. Consequently, the effects of failure on personal efficacy depend both on the timing and the overall pattern in which the failure occurs.

2. **Vicarious experience** occurs when individuals observe others performing threatening activities with no unpleasant consequences. The usual reaction is "if they can do it, so can I" and the individual will intensify his/her efforts to achieve a similar task. However, vicarious experience is a less dependable source of information about one's own capabilities than is mastery, so efficacy expectations induced by this modelling alone are liable to be relatively weak and subject to change.

3. **Verbal persuasion** occurs when people are led, through suggestion, to believe that they can cope successfully with what they have failed at in the past. This method is widely used (by teachers and politicians, for example) because of its ease of use and its ready availability. However, efficacy expectations induced in this manner are less powerful than those arising from mastery and can readily be diminished by disconfirming evidence.

4. **Emotional arousal** can also influence self efficacy, but its effect is generally limited to extreme situations, such as "flight versus fight" incidents. Again, its effect is relatively weak when compared with that induced by mastery.

It is also important to note that, once self-efficacy or an expectation of effectiveness has been raised for a number of tasks, an individual's feelings of effectiveness for other, related and unrelated tasks is also improved[1]. For example, an individual who has had their self-efficacy for outdoor activities raised, may also feel better about their ability to find work and have meaningful relationships with their family.

There is a problem here though, in that while the strongest source of self-efficacy is through performance accomplishment, "at-risk" adolescents with a history of failure and

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[1]While Bandura (1977) appears unwilling to regard self-efficacy as a global disposition, or trait, there is considerable data (see Kirsch, 1986 for a brief overview) to suggest that a combination of self-efficacies, or generalised self efficacy, may function as a personality variable. Self-efficacy as a global disposition would also appear to be logically related to the construct of self-esteem (a measure of an individual's successful investment in their world, or their "internalised self-efficacy", Zimmerman, 1985). Indeed, the writing of Bandura on attributional patterns in relation to self-efficacy parallels the writing of Ickes and Layden (1978) on attributional patterns in relation to self-esteem.

low self-efficacy are not likely to be motivated by the prospect of attempting to establish mastery of any further activities and may even react strongly against the suggestion. Any control they have gained over their lives has been at some personal expense and they will be particularly vulnerable in situations in which control seems out of reach again, as would be the case in a new learning situation. Further, if the situation arises where they do perform successfully, they will tend to attribute the success to some external factor beyond their control. What is more, we can expect that this attributional bias will be strongest with those young people who are most "at-risk".

Consequently, any program set up to work with youth "at-risk" needs to be directed towards not only:

(i) providing these young people with the opportunities for success experiences through mastery, but also
(ii) providing a non-threatening environment so that whatever sense of control they already possess on entering the program is not immediately eliminated, and,
(iii) helping these young people overcome their negative attributions of the causes of their successes and failures, i.e helping them "own" their successes.

If the program is successful in providing success experiences and reducing the need to take up "at-risk" behaviours, participants will shift towards a higher self-esteem with an expectation of control and ability to cope, and away from either

(i) a threatened self-esteem where control is expected and yet evasive, bringing feelings of frustration and even anger, and
(ii) low self-esteem, when there is no expectation of control and a resulting sense of helplessness and depression.

Chapter 3: ACHIEVING CHANGE THROUGH THE WILDERNESS EXPERIENCE

While it is one of several techniques that can be used to instil success experiences in young people "at-risk", the belief is that wilderness programs provide adolescents with a concentrated form of mastery or success experience.

The Northland Wilderness Experience (NWE) program takes the form of l0 day expeditions and an 18 month "follow-up" period of outdoor activities offered every two weeks[1]. Expeditions, taking up to 10 young people at a time, are into the remoter regions of the NZ bush, mountains and coastline to allow the participants the opportunity to encounter physical activities such as tramping, rock-climbing, canoeing, kayaking, sailing, etc. The courses are designed so that each task is mastered by each individual before the expedition continues, so they encounter some very demanding situations, both in terms of the physical activities and the social stresses placed on the group.

For many individuals, the acts of climbing to the top of a mountain, or canoeing across to an island, or watching the sun rise over the sea can be success experiences which result from their own sustained efforts. It is expected that gradually they will begin to appreciate that they can have control over the good times and positive experiences of their lives. In terms of the model discussed above, the wilderness programs offer a very specific intervention into the "at risk" behaviour syndrome. The courses have the capacity to redirect the energies of youths who are "at-risk" into new, legal and effective strategies with which to reinforce their success experiences.

However, while the wilderness courses do emphasise mastery and the provision of success experiences, it is apparent from the preceding discussion that, while these challenges are necessary, they are not sufficient. In other words, the provision of mastery experiences alone implies that some of the more subtle implications of working with youth "at-risk" may be ignored, especially in the sense that mastery may have been "forced" upon the course participants. When NWE was first set up expeditions were deliberately located in very remote regions of Northland and, once committed to being a participant, individuals found it more difficult to leave than stay on the course. While many young people succumbed to this external control and stayed long enough to begin to appreciate the benefits of sustained effort, others reacted strongly, even violently, against the loss of personal control over their lives. It became quickly clear to project staff that their skills in outdoor pursuits were not adequate enough to deal with, in particular, the situations in which young people would pull out knives or in other ways threaten the safety of themselves and other course participants. They needed an injection of personal and interpersonal skills to deal with this "at-risk" behaviour as the interaction between the course participants and

[1]For further details about the services offered by NWE see Appendix 2.

course leaders was becoming central to the effectiveness and even viability of the whole program. Skills were required that would ensure that the participants would indeed experience "success".

Maximizing Leadership Effectiveness

When Wilderness Experience was first set up as a therapeutic program, the staff were unclear about just what "people skills" or basic communication skills were important in dealing with youth, particularly those "at-risk". This became clear only with time and was hotly debated by wilderness leaders all over the country, many of whom had built their own self-esteem on excellent accomplishment in the physical fields. From early 1987, however, the NWE staff became committed to implementing training and gaining skills themselves in this area. Individual staff members were given the choice of what type of training to engage in, when, and with whom. While this is essentially an uncontrolled variable, it is possible to say that all staff are in agreement that the following have occurred in the last two years:
-there has been an increased awareness of the need for and importance of "people skills" in dealing with young people
-all believe they have gained more skills in this area since working with NWE,
-all are more conscious of using these new skills in their dealings with young people, and that
-"people skills" are valued by the program in their own right.

What was needed though was an understanding of how these "people" skills could be used in conjunction with the "task" or "outdoor pursuits" type skills. How could they be incorporated into an effective framework by which to work with young people? What skills had to be used where? and Why? How did we best introduce young people to outdoor activities; and How can we ensure that their experience is positive ? and so on, In the process of answering these questions NWE have adapted the model proposed by Hersey and Blanchard (1982) explaining what type of leadership role is best suited for each stage of the learning process that young people experience in mastering the activities of a wilderness course.

The Hersey and Blanchard model (see Figure 5) has been adapted to the needs of the Wilderness Experience by including two additional stages through which leaders need to proceed as they work with their "at-risk" clients. From this adapted model, it is apparent that the interaction between the leader and the group members goes through several phases that emphasise different aspects of the relationship. The amount of supportive or "people" oriented behaviour and the amount of direction or "task" oriented behaviour are dependent upon the stage the group learning has reached.

Leader Behaviour With "At Risk" Youth.

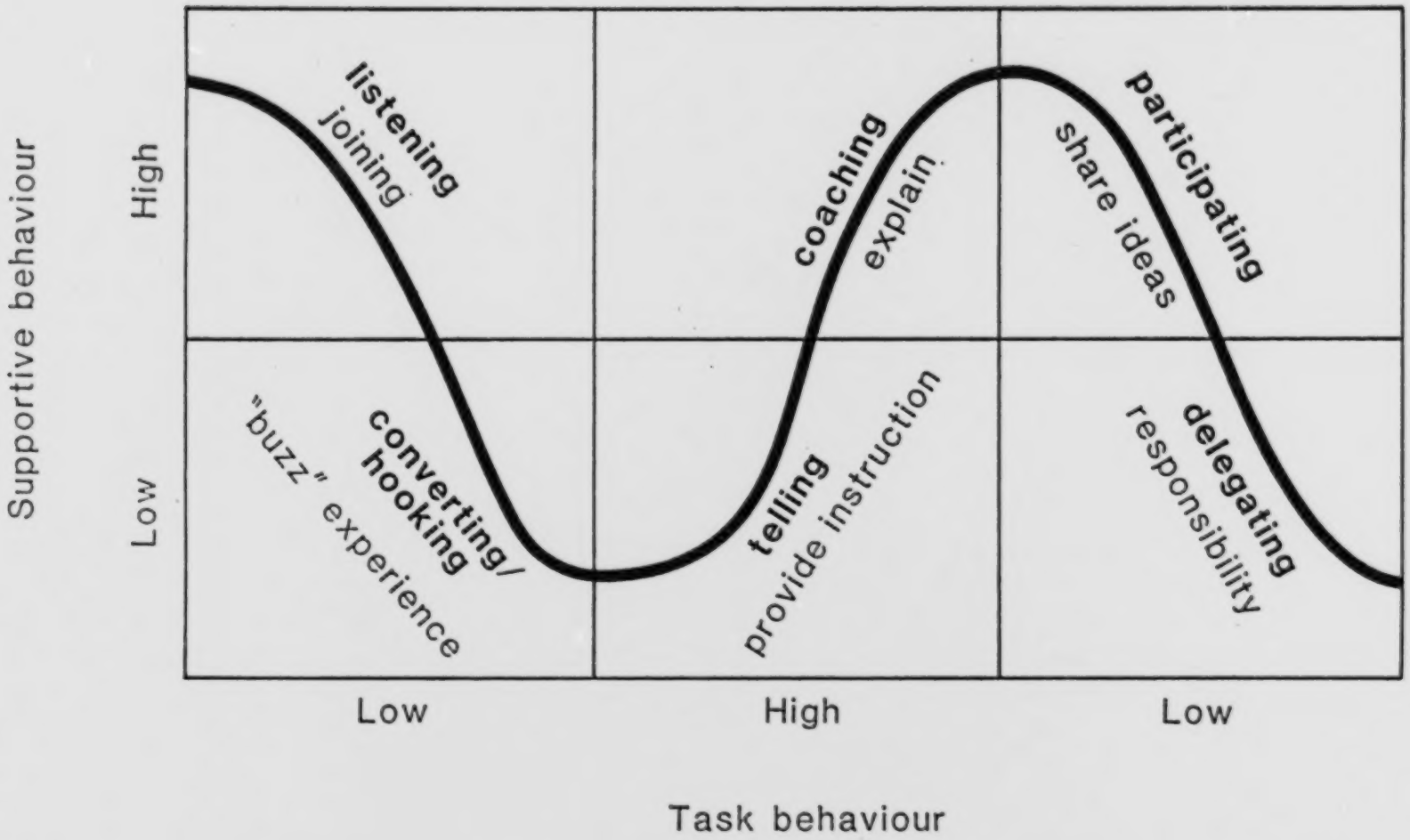

Figure 5

(i) **Listening/Joining**. A high relationship, low task stage. Initially, the leader needs to establish a good rapport with the course participants to help reduce their resistance to the adults they perceive to be exerting some control over their lives.

(ii) **Converting/Hooking**. A low relationship, low task stage where the leader proposes the first changes in the participant's behaviour. Although they may not want to engage in any activity initially, the new and potentially rewarding relationship the participant has entered into with the leader may appear to be threatened if they resist this encouragement to participate.

The leader selects a task which s/he feels will be enjoyable and which can easily be mastered to provide the participant with a sense of immediate success. The objective is to provide the young person with a "buzz" experience that converts them into being prepared to risk further change by accepting the more difficult challenges of the wilderness expedition itself. This phase needs to be low key and, if the participant shows any resistance, it is important to go back to the Joining phase. However, these two stages are frequently combined because the "buzz" that a young person receives from being accepted by an adult leader can be enough to prepare them for the more directive "telling" phase.

(iii) **Telling**. A low relationship, high task stage where, on the strength of the relationship between leader and group member(s), further changes are made. In this situation, the leader is directive and provides modelling of the task, specific instructions and close supervision. The focus is on the task and the acquisition by the group of the skills and knowledge they need to carry out the task. In this context, it is important for leaders to model for coping, where difficulties are overcome by determined effort (including making mistakes) rather than by having no difficulty at all (which models excellence at immediate mastery) which would be threatening for young people used to failure.

To provide young people with a sense of control over their lives, it is important to involve them in decision-making responsibility, with some of the more easily mastered tasks. To achieve this goal, the participants require appropriate group skills, so, in the "telling" phase, leaders introduce young participants to the basic operating principles for the group (Warren, 1988). These may include:

** Ground rule setting, such as placing emphasis on having no alcohol or drugs on the course, the use of "I" statements to express feelings and the use of active listening (Bolton, 1987).

** Skills in thinking as a group. Group members may need to be introduced to the concepts of "brain storming" and consensus decision-making so that they can reach agreement on common- interest goals such as which route to take, what food to pack and most importantly, how to treat people who break the ground rules.

** Leadership roles. To function effectively, a group needs leadership rather than defined leaders, so group members need to be made aware of the available leadership roles, such as for organising rosters for cooking, wood gathering, fire building, etc. The effect of this delegation of decision making responsibility is to rapidly provide young people with a sense of control over their lives while diminishing any threat posed by the presence of the adult leaders who can withdraw to become facilitators of the group experience.

(iv) **Coaching**. a high relationship, high task stage where, the group members gain confidence and become more motivated, but still require the leader to explain decisions and provide opportunities for clarification. The coaching style focuses on improving the participant's ability to do the task and on providing information about the task.

When the participants achieve difficult tasks, it is important that they are aware that any praise received is due to their own hard work, persistence and ability. This encourages them to believe that the effort they have put into succeeding is under their own control and gradually they come to perceive that success is due to their own personal attributes and failure is a result of external causes.

(v) **Participating**. A high relationship, low task stage. When the group members start mastering the steps of the task, the leader can begin to give them more responsibility, so that they participate collectively in the decision-making and the leader becomes less involved with the task itself. His or her focus shifts from directing to giving appropriate support and assistance with ideas.

(vi) **Delegating**. A low relationship, low task stage. When the group members eventually learn to master the task proficiently, the leader can delegate responsibility almost completely and need only give the minimum of support when specifically required[1].

A leader would expect to go through these six phases many times during a program, though the speed of movement from phase to phase would be dependent upon the type of task and the individuals involved. For example, it is likely that rock climbing would involve a far longer learning process than would organising duty groups for cooking, wood gathering, fire building, etc and some groups would master rock climbing more readily than others.

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[1]Note that the reduction of direct assistance to the individuals so that they can eventually cope effectively unassisted is called "scaffolding" (Bruner, et al, 1976) and is analogous to the scaffolding of a building which provides support only during the construction phase and is eventually removed.

It is also important for leaders to provide a series of graduated tasks, so that the participants are always successful at the tasks they are given[1]. Tasks which are too difficult or too threatening may activate their feelings of frustration, arousal and helplessness, and will almost certainly result in failure. This failure may only serve to reinforce their feelings of inadequacy and continue their perception of themselves as failures. If leaders can re-phrase the more difficult tasks into a sequence of smaller and less arousing tasks, the course participants will learn to identify a series of controllable events of modest size which they believe can be mastered. This sense of mastery will contribute effectively to their attribution of success experiences to internal control and support the principle that "small wins bring about the greatest action" (Weick, 1986).

Completing the experiential learning cycle: The Korero

While NWE was essentially set up for its therapeutic effect on young people, what we have described so far, also indicates that it is an "experiential" learning program and by experiential learning we mean "learning which occurs when changes in judgements, feelings, knowledge or skills result for a particular person from living through an event or events..." (Chickering, 1976). The whole thrust of the earlier discussion was that if we provide success experiences through mastery we will improve a young person's self-esteem and reduce their need to take up "at-risk" behaviour. Mastery is in turn the successful accomplishment of tasks. Mastery is learning new techniques to cope with challenges. Mastery is not just the doing, it is also the learning from that doing. With the situational leadership model adapted from the work of Hersey and Blanchard (1982) we have a framework which enables leaders to involve young people effectively in the doing but the reflection and learning from this experience requires a further supportive process, the Korero.

The korero (which is a Maori word meaning "talk"), is the time of discussion and reflection which often takes place during the evenings of the wilderness expeditions. It provides an opportunity for the participants to put their experiences into context by sharing the events and emotions of the day. It also provides the group leader with the chance to reinforce the aspects of reframing and praising described above, at a time when the participants have experienced success during the day and are perhaps more receptive to the possibility that discussion in itself may provide further perception of success.

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[1]Vygotsky (1978) suggests that people in this situation are working within the "zone of proximal development", which he refers to as "the difference between a person's actual development level and their potential development level under the guidance of a competent tutor".

At an objective level the phases include (see Figure 6)

(i) Noticing the results (including successes) of the day. This requires a period of reflection where participants can summarise what has happened for them that day.

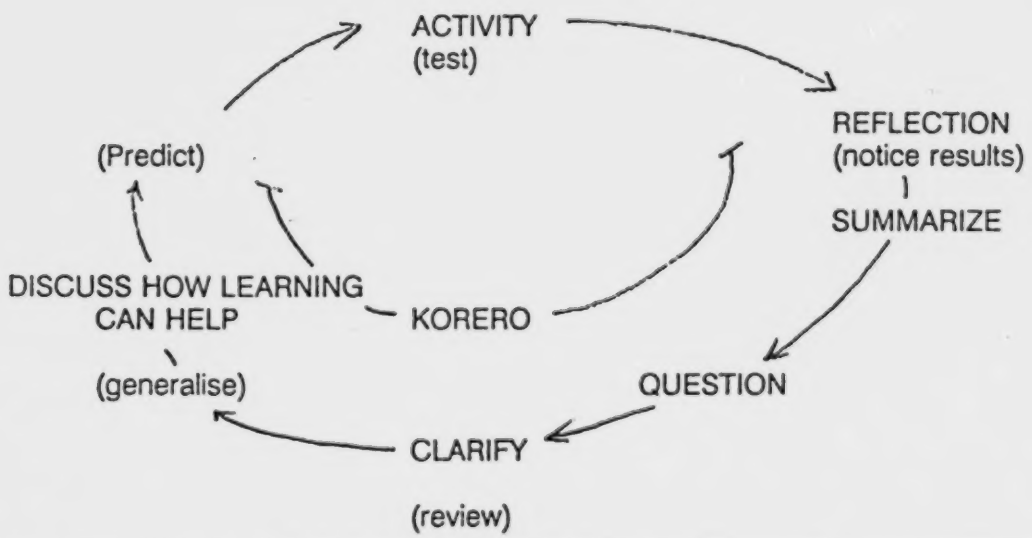
(ii) Questioning and allowing time for questions (maximising the use of listening skills)

(iii) Clarifying what has been learned. This can involve a review of general themes that have come up for many of the participants.

(iv) Discussing how this learning can help in the future. This may mean talking about new ways of coping with the next day of the expedition or talking through personal problems and/or issues. The new learning, if appropriate to the course, can then be tested in the field the next day.

One of the most important aspects of the "korero" becomes the group's ability (facilitated by the leaders) to reinforce and extend the "success" experiences of the day, with the discussion itself providing further perception of success.

Figure 6: The Korero



Note : An easier way of remembering the phases of the experiential learning cycle are the 4 "E"s: Experience Express Exchange Evaluate
(Information from personal communication with Harvey Downey, Outdoor Leader from Gateshead, England)

It is also the time when participants review their progress on personal goals that they may have set themselves at the start of the expedition, e.g. coping with anger or just "getting their act together".

Additionally, the Korero parallels,

(i) The stages considered crucial for the development of critical thinking in young people (Brown, 1985) so that this "people" oriented activity can be expected (both directly and indirectly) to help young people gain control over their lives, and

(ii) The ongoing evaluation process adopted by the staff, as discussed in Chapter 1, Both staff and young participants are involved in a process of action, reflection and learning though this experience: the staff to improve the quality of the program and the young people to improve the quality of their lives.

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Chapter 4: THE YOUNG PEOPLE WHO ATTENDED NORTHLAND WILDERNESS

As part of the evaluation of the Wilderness Experience, it was important to have an understanding of what type of young people were attending the program. We were particularly interested in how "at-risk" the young participants were, both in the sense of what "at-risk" behaviour they had adopted as well as what "uncontrollable" situations they may be experiencing that would put them further "at-risk".

Regarding the adoption of "at-risk" behaviour, we were interested to what extent, for example, the participants were abusing drugs and to what extent they were in trouble with the law.

Regarding the assessment of factors that may place young people further "at-risk" we were interested, for example, in their level of education, family support, friendship and employment. We were also interested in how satisfied they were with each of these areas of their life because it is the young person's perception of their life that will provide us with what they see as a problem and therefore more likely to put them "at-risk".

The information for this section of the report came from administering the Personal Background Questionnaire (PBQ, a copy of which can be found in the Appendix 3) to the young people prior to their participating in the wilderness experience course. Specifically, this self-report questionnaire covers:

* referral information
* participant's expectations regarding the course
* racial and cultural backgrounds
* te reo maori
* family
* school
* employment
* drug taking, and
* relationship with the law

This questionnaire has undergone several revisions on the basis of feedback from clients and interviewers. The first questionnaire (Appendix 3b) which was used to collect data through the first months of the program at the end of 1985 and early 1986, was initially prepared in conjunction with staff from Mitchell Research, Nelson who were carrying out the research on the Outward Bound program at Anikawa. It was hoped that the two outdoor programs would in this way be comparable. There was a comprehensive section on drug and alcohol abuse, another section was also included to satisfy the Labour Department and part of the questionnaire was also formulated in accord with some of the Justice Department research on young offenders as a comparison group.

However, the questions were quickly assessed as being inappropriate for the NWE participants. For instance, the question "When you do drink, how much would you normally consume?" (The answer was to be in bottles per month for beer, wine and spirits). For those of us who had experience with alcohol and drug addicts this question seemed straight forward enough, however, most young people seemed to answer this question with "Heaps" or a shrug of the shoulders. "Heaps" has been difficult for young people to explain further, although for us as interviewers, it became evident that we needed to ask "How much do you drink before you are wasted (or boozed)?" to which the answer of "Half a dozen cans" seemed quite normal. Then there needed to be a guess as to how much more was drunk. Additionally the words "normally consume" were probably too difficult for many young people to understand and, doubting the reliability of the information we were receiving, this item was withdrawn from the later versions of the questionnaire.

This question was followed by
"Do you feel you have a drinking problem?"
While having kept this question, we have become aware that many young people have little idea about what is involved in a drinking problem and made the questions that originally followed, e.g. "how severe is your drinking problem" and "how long has your drinking been a problem?" impractical, and again these questions have been withdrawn.

Similarly, in the section on Police and Legal History, the question on "Have you had any of the following sentences, e.g. Fines, Probation, Community Care, (etc..) ?" was met with some bafflement as young people were frequently unable to remember details of why and when they had attended court.

Despite this, we believe that we have collected some valuable information about a group of young people, who, by definition, are not easy to work with. The use of the "right" language remains a constant challenge and we have enclosed the earlier version of the Personal Background Questionnaire as an example of the type of questionnaire to be avoided when working with young people.

By the end of November 1989, 280[1] young people had worked through 32 expeditions run by Northland Wilderness Experience, however, we have only had the resources to analyse the data coming through on the 247 young people who have participated in the first 28 expeditions. The data sets are not complete for two reasons,

(i) the introduction of new sections to the revised questionnaires has meant that some items have been responded to by a lesser number of participants. This

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[1]It is important to note that the young people who are subjects of this study constitute less than one quarter of the total number of persons helped by the overall Wilderness Experience project. For example, for each 100 expedition participants, over 150 family members have had significant involvement in the project.

point holds as well for those items that have been piloted, found wanting and then discarded.

(ii) while interviewing staff have wanted to work with young people on an individual basis when they have been filling out questionnaires, that has not always been possible[1]. As a result not all items have been responded to by participants. Pages have been accidentally missed, but more often it seems that some sections have been perceived as not applicable and therefore not answered.

For the rest of this report, therefore, the number of young peoples' responses that have been analysed are noted next to the reported results (e.g. N = 120 or N = 72).

[1]Referral agencies frequently delivered a bus load of participants to NWE only hours before they were to leave on expedition. This meant that filling out questionnaires was hurriedly done "en block".

Results

Age and Gender:

Of the young people who have attended the courses:

-most fall within the age range 14-22 years with an average of 16 years (N=233), and
-the overall ratio of young men to young women is 2 to 1. However, in the last 18 months (mid 1988-end 1989), there have been almost equal numbers of young men and women participating in the program (N=238).

Referrals

-earlier in the program young people (N=143) were referred to NWE through Social Welfare (21%) or one of the "skills" programs, such as STEPS or ACCESS (18%) and other youth programs (11%). However, in the last 18 months most participants have been referred through schools (23%)[1], friends and family (18%) and the Justice Department (13%).

Overall (N=237) Social Welfare remains the greatest source of referrals (16.5%) with schools (13.5%) and friends and family (13.5%) second. The independent "skills" youth programs, have combined, contributed 22% and the Justice Department 9%. 70% of the participants have been referred directly for displaying some form, or combination of "at-risk" behaviours (agression, drug and alcohol abuse, theft and burglaries and school or family problems) or for being in a situation that places them "at-risk" (e.g. victim of sexual abuse, incest etc.). 30% have been referred for personal growth and development.

However, in the more recent version of PBQ we have also asked young people (N=54) why they believe they have been referred to the program.

39% say to overcome a negative aspect of themselves, or gain greater control over their life in some way, e.g. to reduce their anger, communicate better, improve their confidence or just to "sort myself out".

17% report the need "to have a break", for "time out" or for"time to think".

l5% report the need to further experience, learn new things and have new opportunities e.g, "a change of lifestyle", "to meet others" and "get involved in new things".

13% report being referred to get physically fit and have some fun.

9% indicate that they have been referred to keep away from situations that put

[1]A recent analysis of the clinical referral forms (which are not part of the evaluation questionnaire), shows that since August 1988, 47% of referrals were either directly through schools or of young persons who were of legal school age (<15 years) at the time of referral (personal communication, Martin Ringer, april 1990).

them further "at-risk", e.g. "to keep out of the pub" and "keep out of trouble". The rest of the participants (7%) present a combination of the above reasons. This is, of course, expresses a very different perspective from that of the referral agencies.

Additionally, to differentiate from the above results, we have also asked these same young people why they wanted to come onto the program. A far greater percentage (44%) report wanting to learn new things. 21% say that "friends have said it's a good thing" and only 19% say that they have "been sent by someone else". While all young people who have been accepted onto the program have, in a personal interview, said they would like to change, it is quite possible that those who feel sent by someone else, i.e. controlled by someone else, may resist the process and not do as well.

Race and Culture:

The ratio of Maori to Pakeha participants is about 2 to 1
60% are Maori and 27% Pakeha (N=238).

Of the participants,
33% identify themselves as being Kiwis (N=79)
19% as New Zealanders (N=45)
41% as Maori (N=96)

This indicates that one in three of the young Maori (34%) are identifying preferably as New Zealanders or Kiwi's rather than as Maori.

In the most recent version of the PBQ we have also asked young Maori people about tribal affiliation, their language and culture. Maori project staff felt it important to gain this information as it was possible that the young Maori could be differentially "at-risk" depending on whether they identified with the Maori culture and language and had family support for the interests, or identified with the "Pakeha" culture. While the information we have is only on a small group of participants the results are still of interest.

Tribal affiliation (N=65)
55% of the young people are from the Ngapuhi tribe.
8% are not sure of their tribal affiliation
The rest come from the Te Aupouri, Te Rarawa and the Ngati Whatua and to a lesser extent more distant tribes, e.g. the Tuhoe.

Te reo Maori (N=65)
69% speak a few words of te reo Maori
18% understand but cannot speak the language themselves
12% can speak in sentences or better

Te reo Maori spoken at home (N=67)
19% say quite often or usually
22% say sometimes
25% say a little
33% say not at all

The importance of the Maori culture to the family (N=67)
27% say very important
34% say quite important
39% say not at all important

The importance of the Maori culture to the participants (N=67)
36% say very important
39% say that it is quite important
25% say that it is not important to them

It would seem then, that 75% of the young Maori people place importance on the Maori culture and language and 61% report that their interest is shared at home. 30% have a good comprehension of the language and this we may expect would be influenced by the 41% of families reported who speak the language at home sometimes or more regularly. About one quarter of the young people seem to have no strong attachment to the Maori culture and it is quite possible that this group would be more "at-risk" unless they have successfully identified with the Pakeha group.

Families

Family Structure:
In the earlier questionnaires (to match the Anakiwa evaluation) we asked young people (N=179) whether their parents were alive and whether they lived together. Almost 50% reported coming from families where parents had separated or died. However, while this question anticipated a degree of "at-riskness" it also created grief for several participants and was withdrawn. Participants were then asked what type of family they lived in. This question also caused problems as some young people had lived in many "family situations" throughout their life. The present questionnaire asks a series of questions to cover this situation.

"What type of family do you live in now?'" (N=14l). Of the most important categories,
31% live with both parents
37% live with their mother alone or with mother and step-father 15% live with other relatives and/or are adopted or fostered
6% live in institutions

"What type of family have you lived in for most of your life?" (N=54). Of the most important categories,
48% lived with both parents
28% lived with their mother alone or with mother and step-father 11% lived with other relatives and/or are adopted or fostered
2% lived in institutions

While the second question samples a small sample of participants (which does need to be substantiated with more data) it does indicate that there has been a general shift away from the parental nuclear family. Of this small sample 75% of the young people report that there have been changes in the type of family they have lived in over the last few years and over 50% say they have been bothered by this process. However, despite this, there has also been a shift away from feelings of unhappiness: 17% report being unhappy with the earlier family structure while 11% report being unhappy in the present family structure.

Brothers and sisters:(N=231)

30% come from families with more than 5 children and
25% are fifth or more in birth order among their siblings. Almost 70% of the participants report that they have close relationships with their brothers and sisters and only 12% that they are not close. It would seem then that the closeness of sibling relationships may "make up" for the bother experienced by the changing family structure. Despite this though, 16% of young people (from a total sample N=225) are reporting that they are very unhappy or mostly unhappy with the support they get from their family.

Finally we have asked young people (N=194) whether the problems they experience within the family are a result of the situation they are in (i.e. attribution to external control) or themselves (i.e. attribution to internal control). 5O% say the situation they are in, while 44% say themselves, 6% say both.

Education

Participants still at school (N=75)

Of those who are still at school, 30% are in the 2nd and 3rd form, 40% are in the 4th form, 33% are in the 5th form and 7% are in the 6th form. This means that 30% of the total sample of participants (here N=247) have been at school when they attended the NWE Course (compared with **47%** since August 1988).

As retaining young people at school is problemmatic in Northland the present questionnaire also asks

1. "How happy do you feel at school?" (N=51)
   While 33% are mostly happy to very happy, 31% are mostly unhappy to very unhappy.

2. "What has to change for you to be happier?" (N=40)
   While 28% say that they just have to leave school or that their own attitude has to change in some way, 33% report that the teachers need to change and 13% say don't know or nothing has to change.

3. "What will be your main reason for leaving?" (N=45)
   60% say to get a job
   22% that they didn't like school

Participants who have left school (N=152)

Of the people who have left school, 40% left before the 5th form and 45% left in the 5th form. 22% left before the age of l5, 42% the age of 15 and 36% at 16 or 17 years of age.

When asked about further study (N=131), 34% indicated that they have been involved in some form of extra education, primarily through the Polytechnic, school correspondence courses and ACCESS schemes.
Similarly, because of the need to retain young people at school it seemed important, in the present questionnaire, to ask further about the participants' choice to leave school (on a small sample of 46).

1. "How happy were you at school?"
   While 18% say they were very or mostly happy, 42% report that they were mostly to very unhappy.
2. "What needed to change for you to be happier?"
   Again, as with the school goers, a number (23%) say that their attitude had to change and 26% said that the teachers had to change. However, 26% reported that they didn't know what had to change, or that nothing had to change.
3. "What was the main reason for you leaving school?"
   43% said they didn't like school, 17% said to get a job, and 33% mentioned a variety of other reasons including that they needed to support their family. Only one person mentioned "to go on the dole".

It would seem then that while almost three in five of those at school say their reason for leaving will be to "get a job" and only 1 in 5 that they will leave because they "didn't like school", of those who have left 1 in 3 said it was because they "didn't like school" and only one in five to "get a job".

An earlier version of the questionnaire also asked participants (N=163) how happy they were with their education level. Almost 50% reported being very happy to mostly happy while 29% reported that they were mostly or very unhappy.

Occupation:

Of those who have left school (N=158)[1]
67% were unemployed (this included 5% under 15 years) 27% were involved in a Department of Labour work scheme,
or in some form of casual work.
One person had permanent work.
Others (6%) were housewives/husbands, on sickness benefit or
under social welfare.

The unemployed constituted 43% of the original sample (i.e. N=106). These people were asked through request from the Labour Department, whether they were registered with the department as job-seekers. 125 participants answered this section[1] and 70% of these (N=87) reported being registered. How long they had been registered was responded to by 63 (about half the sample) and therefore needs to be interpreted with caution. Of these young people, 70% had been registered 6 months or less and l4% more than 18 months.

In an earlier version of the PBQ, young unemployed (N=87) were asked specifically how happy they were with their unemployed position.
125 indicated they were mostly or very happy while 64% indicated that they were mostly to very unhappy. Of these young people, most said they were unhappy because they would rather work and/or because they were bored.

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[1]This question on occupational status has caused problems in that originally those in full-time study were included. It was expected that all participants at school would come under this section. This led to our original estimate, in earlier reports, of 20% of the participants being still at school or in full-time study, However, it became clear that the numbers responding to "what class are you in?" did not agree with those completing the full-time study question. Since then the occupation question has been limited to school leavers and the section on full-time study, because of the confusion caused to respondents, is disregarded for the purposes of the above analysis. The sample here of 158 school leavers is 64% of the total sample, those at school were 30% while 6% have not responded to this section of the questionnaire.

[1]This indicates that participants other than the unemployed were responding to this section, possibly those on temporary Labour Department work schemes.

Participants were also asked what type of job they were looking for or would like to have. 133 (84% of the school leavers and 89% of those looking for work) responded to this question.

51% wanted outside work in some form of agriculture like horticulture, forestry or general farm work

36% wanted work that was people oriented, like helping the old and child care.

7% wanted work that could be considered more creative, like sign-writing or cooking, while the remaining

6% wanted work in some form of mechanical or carpentry apprenticeship or clerical work.

Almost 60% of these young people (N=76) wanted more training for the work they wanted.

Lastly, young people were asked, whether the employment problems they were experiencing were due to the situation they have been in (i.e. attribution of control to external circumtances) or the type of person they are (i.e. attribution of control to internal factors), 128 participants (86% of those looking for permament work) answered this section.

69% reported the situation was the cause of the problems

27% reported that they personally were the cause of the problem (others indicated that a combination of these factors caused the problem or that they didn't have a problem).

Alcohol and drug use:

When participants (N=231) were asked what type of drugs they have used recently,

63% of reported using alcohol (N=146)

53% report using marijuana (N=123)

9% report using solvents, prescription or harder drugs (N=2l).

Using alcohol:

Of those using alcohol 66% report use once a week or more and 33% (N=47) several times per week or more. (N=143 have answered this question, i.e, 58% of the total 247 participants surveyed)

Drinking a problem?:

55 young people report that they have been in trouble because of their drinking (i.e. 38% of those who report using alcohol and 22% of the total sample). For some this trouble involved drinking underage, for others, it more seriously involves burglaries, car conversions and assaults. Additionally, 13 young people have said they drink and drive.

Despite this, only 17 young people believe they have a drinking problem although 22 (about 9% of the total sample) report that others believe they have a drinking problem.

What is a drinking problem?

As we have mentioned before, there seemed to be some difficulty for young people understanding what a drinking problem may be. 118 young people have been asked "If someone you knew had a drinking problem, how would you know? What would be the signs?"[1]

17% of the responses (many of the participants gave more than one characteristic in response to this question) were that a drinking problem involved anger or violence
17% that people with such a problem drink every day or all the time 16% that they can't go without a drink
10% that they drink excessively and can't handle it.

Other characteristics included "judge time by drinks", "deny they drink", "think of themselves only", "drown their problems" and "sell things to buy alcohol". Apart from those partitipants that describe a drinking problem solely in terms of affect, i.e. Violence or anger (13% of the group) many of the young people have a reasonable concept of what a drinking problem entails. However, almost one in four young people (24%) gave an irrelevant answer, like "it's none of my business, it's their problem" or said they didn't know or that they were not sure. If we can generalize from our sample this means that just under 40% of the young participants have a limited understanding of what constitutes a drinking problem and this may contribute to the small number of young people who believe that they have a drinking problem. However, as we will note later, there is more information to be considered in understanding the young people's perception of what constitutes a drinking problem.

Using marijana and other drugs:

Of those using marijuana 52% report use once a week or more and 27% (N=31) several times per week or more (N=116 have answered this question, i.e. 47% of the 247 participants surveyed).

Drugs a problem?:

55 young people report that they have been in trouble because of their association with marijuana (i.e. 45% of those who report using marijuana and 22% of the total sample). For 36% this trouble involved being arrested for possession of cannibis or "busted for growing". For others, reported troubles involved hassling by the police and being falsely charged or troubles with the family.

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[1]Note that the original question which asked young peole to say what they thought was a drinking problem was not successful. It was only when the question was put into the context of someone that they knew, that answers were forthcoming.

Despite this (and as with the "have been in trouble because of their drinking"), only 14 young people believe they have a drug problem although 24 (about 10% of the total sample) report that others believe they have a drug problem.

Young people were then asked questions relating to their overall alcohol and drug use: "Overall, how happy are you with your drug and alcohol use?"
189 participants (77% of the original sample) answered this question.
73% said they were mostly or very happy
21% that they were sometimes happy and sometimes not, while only 5% (N=10) report being mostly or very unhappy with a drug or drinking problem.

The results of the next question to be analysed were unexpected. Here young people were asked whether the drinking or drug problems that they had experienced were due to the situation they have been in (i.e. attribution of control to external circumstances)or the type of person they are (i.e. attribution of control to internal factors). 120 participants answered this section.
44% reported the situation was the cause of the problems
43% reported that they personally were the cause of the problem
7% reported thak both were the cause, and only
6% that they didn't have a problem.

The information reported here, would be, on the face of it, grossly inconsistent with what has been previously reported within this same section. At one level, very few young people believe they have a drinking or drug related problem, while at another level they have, in response to the question "Have the problems you've had as a result of drinking or drugs been due to..." been prepared to attribute the cause of their problems to the situation they are in or to themselves. One explanation for this is that "problem" in the first instance is associated with alcohol and marijuana per se, e.g. in terms of being a dependency on the drugs. "Problem" in the second instance is external to drugs, like "crashing the car" or "losing a job".

Finally, in the more recent questionnaires, participants were asked whether drugs or alcohol had been a problem in their family. 121 participants have answered this question.
46% (N=56) said yes
51% (N=62) said no, and
3% (N=3) that they were not sure.
We started asking this question with young people attending the eleventh expedition, i.e. 134 participants could have answered this question. The sample of 121 young people who have responded to this question are 90% of those available. If the 56 who report a drinking problem in their families are the only ones within the total sample of 134 this still indicates that a high number, 4 out of 10 participants, may come from families with drinking problems.

Brushes with the law

The first question asked participants was whether they had been in trouble with the police. 226 young people answered this question (this is 91% of the total sample).
72% (N=162) reported that they had been in trouble and
28% (N=64) that they had not been in trouble.

More recently we have also asked whether this trouble has occurred in the last 6 months. Only 48 partitipants have answered this question so far (from a possible 56, i.e. 86%), however, 42% of this small group report having been in trouble with the police in the 6 months prior to coming onto the wilderness expedition. 33% that the trouble was before this period.

Earlier versions of the PBQ also asked "Have you been to court over something you did?"
169 participants have answered this question (from a possible 191, i.e, 88% of the total sample). 56% (N=94) reported positively.

However, as we have mentioned in the introduction to this section we then had difficulty extracting from the participants, just what their sentence had been or even if they had been acquitted from some charges. We now ask instead "Have you been sentenced for the trouble you've been in in the past six months?". At this point only 6 young people (from a possible 56, i.e. 11%) report that they have been in trouble and sentenced in the last six months.

The participants were then asked
"Why do you think you break the law?"
181 participants (73% of the total sample) have answered this question, which indicates that some who reported that they had not in been in trouble with the law are responding here.

21% of the responses were that the participants enjoyed it and did it for a buzz.
13% said they were bored and needed to "try it out"
13% said they hadn't realised they could get into trouble or that they didn't know why they broke the law.
12% reported that "others do it" and needing to impress others.
The rest reported that they were short of money and had to survive, that they "were too drunk to know" or that they had problems of self-control,

When asked how happy they were with themselves in this area of their lives 203 participants answered (i.e. 82% of the total sample) only 26% (N=53) indicated that they were mostly or very unhappy with themselves.

As with the other problematic life areas, like the alcohol and drugs section, we have asked young people here whether the problems that they have experienced with the law were due to the situation they have been in (i.e. attribution of control to external circumstances) or the type of person they are (i.e. attribution of control to internal

factors), 163 participants answered this section (remember that 162 had reported having trouble with the police).
52% reported the situation was the cause of the problems
40% reported that they personally were the cause of the problem (N=65 or 26% of the total sample)
7% reported that both were the cause, and
1% that they were not sure.

Lastly, the participants (N=211) have been asked whether they expect to stay out of trouble with the police/law in the future.
23% "yes"
18% "no" and
59% that they don't know.

Discussion

The staffs' continued and growing understanding of the young participants that have attended the Northland Wilderness Experience has in itself been a experiential learning process. As understanding has increased so our assessment procedures have been revised and further revised. What has resulted is a wealth of information on the "at-risk" youth of Northland which staff hope will be of use to other outdoor programs as well as government departments. However, because the staffs' learning has been in itself experiential much of the data is on sub-sets of those participants who have worked through the program. To draw conclusions from the previous pages we need therefore to make the assumption that the results of analyses on sub-sets of the participants responses are representative of the whole group. At present we have little information to suggest that we need to do otherwise. Apart from having
(i) more young women attend the program in the last 18 months
and,
(ii) more referrals from schools and less from the Department of Social Welfare,
most other variables seem to have remained relatively constant.

In all, it seems that the participants have taken on several aspects of "at-risk" behaviour and or threatened by being in situations that could put them "at-risk".

One in five of the participants drink alcohol three times a week or more and/or have been involved in some trouble associated with drinking. To this extent (whether they agree or not) they could be considered "problem drinkers".

Almost one out of every two participants uses marijuana. Given that it is illegal, this places almost half the participants in the "at-risk" category (i.e. in terms of what we have discussed theoretically (p.//...) they have turned to an illegal activity to gain some sense of control over their lives). Additionally, one in five of the participants use marijuana once a week or more and/or have been involved in some trouble associated with its use. Again, as with the drinkers, whether they agree or not, this places them in the "problem drug-abusers" category.

Almost three out of every four participants have been in trouble with the police. Whether they have been sentenced or not, many of this same group are "at-risk" in taking on unlawful behaviours. The explanations given for these behaviours e.g. "for a buzz", or because they were "bored" or "needed to impress others" concur with the staffs' belief that participants take up "at-risk" behaviour to gain some sense of success or control over their lives again.

In terms of what situational circumstances may place these young people "at-risk" there will be divergence of opinion. For some, just being female or being Maori will put these participants "at-risk" and certainly staff have been concerned about the quarter of Maori young people who do not identify clearly with their culture nor consider the Maori culture important to themselves. Whether these factors place young people more "at-risk" has been researched in a small way as part of the total research process and the results will be reported later.

Meanwhile, we have also indicated that what places a young person "at-risk" will also be their perception of the situation. We expect that those situations that they are most unhappy[1] with, will also be those that they have least control over and therefore most likely to contribute to their taking up of "at-risk" behaviour.

So, while as project staff we are concerned, for instance, by the number of young people who have experienced troublesome changes in their family and no longer live with both parents, we also need to note that "only" 16% report being mostly or very unhappy with the support they receive from within their family. In comparison, results from earlier questionnaires indicated that 29% were mostly or very unhappy with their education level, and of those unemployed (admittedly a much smaller group), 64% reported being mostly or very unhappy about their situation. Drinking and drugs had 5% unhappy and brushes with the law made a higher 26% unhappy.

Unemployment, under these circumstances, could be considered the most uncontrollable situation and the most likely to lead young people to take up "at-risk" behaviour. Drinking and drugs and/or brushes with the law would, in turn, be responses to this unemployed situation.

Throughout, we have also asked participants to attribute cause of problem areas either to personal or situational factors. In support of what we have discussed, participants attribute 69% of unemployment problems to the situation they are in. While with problems associated with alcohol and drug abuse only 47% blame the situation. With problems with the law 25% blame the situation and with the family, 50% blame the situation. More personal responsibility is taken with alcohol and drug problems, family problems and hassles with the law. Least responsibility is taken for unemployment problems perceived to be the least controllable and therefore most likely to lead to "at-risk" behaviour.

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[1]Note that the word "satisfied" was used initially but was not understood by many participants and therefore replated by "happy".

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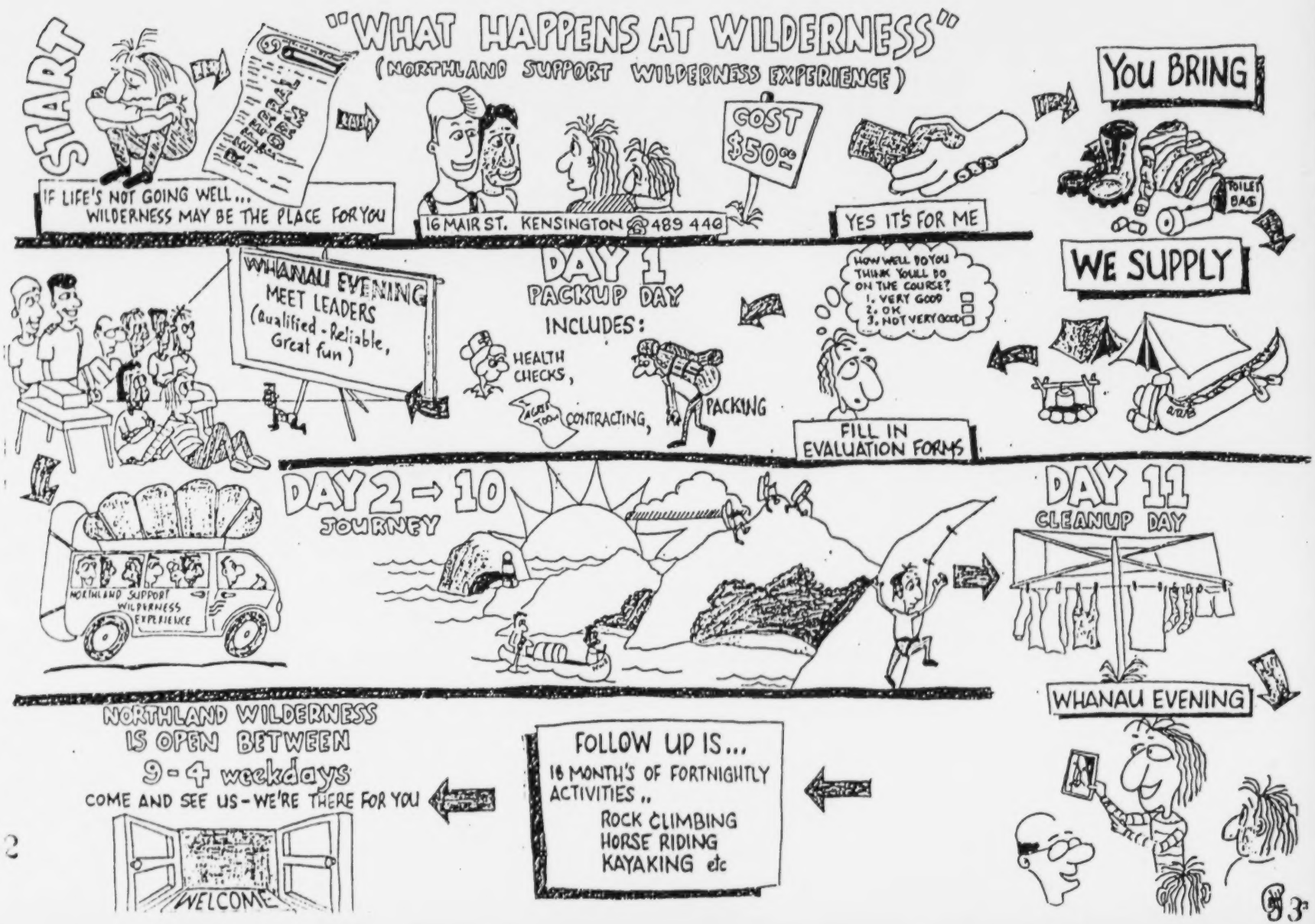
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Chapter 5: THE PARTICIPANTS' EXPERIENCE OF SUCCESS

"I had lots of time to think and I learnt that if you're going to survive, you have to be positive and that helped me be more cheerful."

"I find myself a lot happier, more truthful with others and understanding towards other peoples feelings as well as my own."

"It has returned my feeling of enjoying everything and being able to laugh at most situations, taking life easier."

After course comments by participants

We have explained in the first part of this report that if we are to help young people "at-risk", we need to do so by providing success experiences. We have suggested that the level of an individual's self-esteem is determined by their history of success and failure, with increasing failure associated with decreasing self-esteem. Regaining a sense of control over one's life and restoring self-esteem to an acceptable level can only occur by reversing this history of failure with success experiences.

But what is it in the outdoors that generates the success? What is a success experience? And for whom; and if people have experienced success, how can we know that they have? Some studies have suggested that clients obtain a greater sense of success from activities such as rock climbing than from activities such as caving, because the impact of the activity on the individual is lost when there is a group experience rather than emphasis on individual achievement. However, it is the belief of the author that what is a success experience will be determined by the values of the group involved in the program at any particular time. Is there is a high value placed on being an expert mountaineer, then those clients that achieve in this field will feel well rewarded, not only by there own sense of having mastered a very difficult activity, but because of the praise they receive from the leaders of the program. Similarly, there could be value placed on bushcraft or sea-going activities. In New Zealand many leaders in the outdoors have some very clear ideas about what is good for their clients but do the clients agree?

It seemed important to research their opinions.

The evaluation of success

The feelings amongst staff and clients alike were that success could be experienced in a number of ways. They had a sense of success when they had learned something, when they had a buzz experience, when they felt included in a supportive group, when what they had done made them feel really good about themselves, and so on. On this basis, a questionnaire was developed that asked course participants

-which activities they associated with each specific "success" experience, for example, what they did on the course that was a "buzz" experience or " made them feel really good about themselves" and

-more general questions on their overall sense of "success" like "How well do you think you did on the course" and
"How had the course helped you to change?"

Staff also felt it was important to look at those activities that may have contributed to a young person's sense of failure, such as what they had hated or frightened them most.

It was hoped that by defining success in these ways we would assess to what extent the young people participating in the program were experiencing success and receive valuable feedback about what activities in the outdoors generated success experiences. An abridged version of the questionnaire can be seen below, while the complete version can be found in Appendix 4.

Questionnaire: Participant Assessment of Course[1]

1. Overall, how well do you think you did on the Wilderness course?

    1. very well
    2. moderately well : O.K.
    3. not very well

2. Compared with how you felt about yourself before the course - do you now feel

    1. much better
    2. better
    3. about the same
    4. worse

[1]Note: This questionnaire is abridged here for the purpose of this report.

3. How else has the course helped you to change?

. .....

4. Do you expect that what you've learnt on this course will help you in everyday life?

   1. yes
   2. maybe
   3. no, not at all
   4. don't know

5. The course activity that:

   1. I got the biggest buzz from was .....

   2. I hated most was .....

   3. Frightened me most was .....

   4. I learned the most from was.....

   5. Made me feel really good about myself was .....

      .....

   6. Helped me most to feel part of the group was

      .....

   7. Helped me most to change for the better was .....

      .....

6. Overall, how happy are you with your relationship with this group-leader ? (Asked for both leaders running the course)

   1. Very happy
   2. Mostly happy
   3. Sometimes happy/sometimes not
   4. Mostly not happy
   5. Not at all happy

7. Looking at the program as a whole:

1. the best thing about it was.....

2. the worst thing about it was .....

Fifteen groups with a total of 129 participants (8 or 9 in each group) have completed this questionnaire immediately following their 10 day expedition. As Table 1 indicates the response to the questions on "overall success" experienced are quite positive. 97% of the participants feel they have done well on the course; 83% feel better as a result of participating on the wilderness course and 90% expect that what they have learnt will help them in every day life. In short, the wilderness courses seem to be providing participants with an overall sense of "success" experience.

Table 1: Overall success experienced by the participants

Overall, how well do you think you did on the wilderness course? (N=129)

1. very well	54.3%
2. moderately well: O.K.	42.6%
3. not very well	3.1%

Compared with how you felt before the course, do you now feel.. (N=129)

1. much better	50.4%
2. better	32.6%
3. about the same	16.2%
4. worse	0.8%

Do you expect that what you've learnt on this course will help you in everyday life? (N=129)

1. yes	48.1%
2. maybe	41.9%
3. no, not at all	2.2%
4. don't know	7.8%

How important is this result? Some project staff have questioned the value of these results with a "So what if they feel better, what does that mean?" What is important to remember is that, in simple language, these three exploratory items are closely linked to Bandura's (1977) self-effectiveness (discussed p.16) which we indicated is analogous to the concept of self-esteem. The three questions assess independently, performance accomplishment (or mastery), positive mood (an estimate of confidence (Forgas, 1988)) and expectation of success in the future. The higher the ratings on these three items[1] the more likely we are to have increased the participants sense of "self-effectiveness" and the more likely they will do well in the future.

[1]Note that these three items are referred to as the "self-efficacy" items later in the text.

Next we were interested in knowing what activities were associated with what specific success or failure, for example, the "buzz" or "hate" experience (see Questionnaire 5.1 & 5.2). Looking at the responses (e.g. naming an activity) it became immediately clear that for each specific experience responses could be divided into two types.

1. Those that reflected personal growth, i.e. feeling better about one's self, or about others, and enjoyment of relationships with others. For example
"Getting to know each person as an individual" "The practice of thinking positive" and "Being able to talk by myself in front of everyone", or

2. Those that indicated that a physical activity had brought about a "success" experience, i.e. feeling better about one's self physically, or having learnt about or from physical activities, For example
"When I took a big wave when kayaking"
"It helped me get fitter" and
"Learning to survive in the bush".

The percentage contribution for each of these "global" types to each form of "success" or "failure" experience can be found in Table 2 and further examples for each of these "global" types for each form of "success" or "failure" experience can be found on pages 49 and 50.

As one would expect, the personal/interpersonal activities contributed maximally (79%) to helping participants feel part of the group. Less expected was the contribution of this type of activity to

-changing participants for the better (67%)
-what participants learnt most by (59%) and
-the best thing experienced on the course (56%).

It was reassuring to find that the personal/interpersonal activity contributed least to the "failure" experiences, with physical activities contributing here mainly to

-what participants hated most (73%)
-what had frightened participants most (63%)
-what had been the worst thing on the course (57%)

However, physical activity also had a role in "success" experiences contributing mainly to

-what had given participants the greatest buzz (79%) and more surprisingly (given all the change and learning attributed to personal/interpersonal activity),
-what had made participants feel really good about themselves.

While this latter point is not immediately clear from the data in Table 2 where the attribution of "feeling really good about yourself" to physical activity is only 33%, this feeling state is also attributed to a "combination" activity (21%) which has included both a physical and psychological effect. This was the most difficult part of the questionnaire to encode, because the "combination" activity was commonly a response like "reaching the end" or that "I lasted the ten days". Here, there is a sense of achievement (psychological effect) as a result of completing the expedition (physical effect) and while it was felt that these answers could not be coded as attributable to the physical activity alone, it is clear that the "success" experienced is a direct result of participating in the demanding 10 day expedition.

Table 2: Activities contributing to "success" or "failure" experiences

Type of "success" or "failure"	% of responses[1] attributable to personal growth/ group interaction	physical activity	combin-ation
Activity which helped you feel most part of the group	79%	14%	1%
Activity that helped you change for the better	67%	14%	0%
Activity learnt the most from	59%	32%	32%
The best thing about the course	56%	31%	12%
Activity which made you feel really good about yourself	37%	33%	21%
The worst thing about the course	29%	57%	3%
Activity with biggest buzz	14%	79%	6%
Activity hated the most	15%	73%	0%
Activity that frightened the most	8%	63%	0%

[1]Note that percentages across rows do not add up to 100%. A "don't know" and "nothing" category has not been included here in order to keep the Table reasonably simple. Of interest, though, is the comparatively high percentage of "don't know" or "nothing" responses (29%) to the activity that "frightened the most".

Example of personal or relationship issues

Activity that participants received the biggest buzz from

The hugs
The nightly discussion (Korero)
When everyone was happy

Activity that participants learned the most from

Talking and listening to other participants and leaders
When everyone talked
The Koreros

Activity that made participants feel really good about themselves

Being able to talk by myself in front of everyone
Helping others
Getting on with the group

The activity that most helped participants feel part of the group

Talking together
Everyone being there when they were there
Sitting around the fire and talking

The activity that most helped participants change for the better

The practice of thinking positive
The Koreros
Working out my anger

The best thing about the program

The group talking at night
The way the group supported each other
Getting to know each person as an individual

The worst thing about the program

That I gave up when the going got rough
The first day, feeling really nervous & meeting all the others
The group sometimes didn't work as a team or a group

The activity that frightened participants most

Finding out more about myself
Talking about my father
The quarrels

The activity that participants hated the most

When people hassle
Bitch sessions
The arguments

Examples of physical activities

Activity that participants received the biggest buzz from

Tramping and the beach
Canoeing, Kayaking
The night walk

Activity that participants learned the most from

Living off the Bush
Trying harder on the hills, moving at any cost
Nature's Medicines

Activity that made participants feel really good about themselves

The abseiling
Providing food for the rest
When I took a big wave when kayaking

The activity that most helped participants feel part of the group

Duties
The caving
The rock climbing and sailing

The activity that most helped participants change for the better

Doing the jobs (duties)
Walking through the bush- thinking over things
The solo I think, but mainly the expedition

The best thing about the program

Canoeing and swimming
Kayaking and Diving
Learning to survive in the bush

The worst thing about the program

The rain
The sore legs and cabin bread for lunch
All the walking

The activity that frightened participants most

Abseiling
Night solo
Walking down the steep ridges when it was wet

The activity that participants hated the most

Climbing up all the hills
The wet weather
Getting up early

Overall, it seemed that learning and change (the longer term "success" experiences) are associated with personal and interpersonal activities, such as learning to communicate well with one's peers, whereas the "feeling good" and "buzz" experiences (the more short term emotive experiences) are more, or equally likely to be associated with physical activities such as mastering the challenges of abseiling or caving, or the challenge of the expedition itself. Under these circumstances, it would be reasonable to consider that participation in the physical activities is providing a catalyst for young people to consider personal change.

The "people skills" input

Despite the increasing commitment of NWE staff to incorporating "people skills" into their work, it was still surprising for them to realise the extent to which personal and interpersonal activities played such a role in the participants' "success" experience. However, given that these skills have become more important to staff over the last four years and given also the belief that participants will acknowledge "success" in areas that are valued by staff (p.42), it could be that the attribution of "success' to personal/interpersonal activities will have increased over time, i.e. those students in later groups will show a greater attribution of "success" to personal/interpersonal activities. This has occurred clearly only in those areas that have been associated with longer term "success" experiences of learning and change (see Table 3).

Table 3: Activities contributing to "success" experiences over time

	% of responses attributable to personal growth/group interaction		
Type of "success" experienced	Time 1 (Gps 8-12)[1]	Time 2 (Gps 13-17)	Time 3 (Gps 18-20)
Activity which helped you feel most part of the group	62%	92%	94%
Activity that helped you change for the better	58%	75%	75%
Activity learnt the most from	41%	79%	67%

[1]Note that this part of our research work started with the 8th group. The program had been going well over a year but it was at this point that staff became generally concerned about their levels of "people skills".

Factors contributing to "overall" success experienced

The next concern was whether any one of these particular forms of "success" or "failure" had any value in differentiating between the group of young people who
(i) felt they had done "very well" on their course compared with the group who felt they had done only "moderately well" on their course,
(ii) felt "much better" after their course compared with the group who felt just "better" or "the same", and
(iii) expected that what they had learnt on the course would help them in everyday life compared with the group who were not sure [1].

The analysis of differences between the two groups on each item indicated that the groups were significantly different on that aspect of "success" that related to the activities that had helped them change for the better. Those who scored highest on all three items, i.e. felt they had done best, felt "much better" and expected what they had learned would help them in the future, indicated that the personal growth and interpersonal activities were more important in helping them change for the better than the groups who scored less on all three items, i.e. felt they had done only moderately well, etc.[2]

In support of this result is the analysis of responses to Q.3 (p.45), "How else has the course helped you to change?". While not asking for participants to name activities the responses here were like,
"The course has helped me to survive in the forest",
"By helping me learn so much about Maori plants" or
"Now I don't hold things inside and let them worry me"
"I've learnt to trust other people"
and could also be divided into behaviours that indicated that the participants were
-feeling better about themselves or their relationships with others or
-feeling better about themselves physically and/or in terms of the factual knowledge they had gained from the course.
Analysis of these results indicated that those participants that felt that they had done very well on the wilderness course and felt much better as a result were also more likely to attribute changes during the course to new found self-awareness or their relationships with others [3].

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[1] Note that only 3.1% have reported that they did not do very well, 0.8% (1 person) that they felt worse and 2.3% that they did not expect what they had learnt would be helpful in everyday life. These do not form a statistically valid group against which to make a comparison and were therefore left out of the analyses.

[2] $\chi^2_{(2)} = 5.715$, $p = 0.057$ for "done well"
$\chi^2_{(2)} = 6.850$, $p = 0.032$ for "feel better"
$\chi^2_{(2)} = 9.374$, $p = 0.009$ for "expect learning will help"

[3] $\chi^2_{(3)} = 6.358$, $p = 0.095$ for "done well"
$\chi^2_{(3)} = 12.839$, $p = 0.005$ for "feel better"

This did not mean that the groups who scored less on all three "overall" success items were more responsive to the physical activities. Instead, there was a tendency (not significant) for them to respond to many of the "specific" success items (like the course activity that "I got the greatest buzz from", or "learned the most from"), with more "Don't knows". While this trend was not statistically significant, it is reported here because it was consistent across all measures and has value for staff looking to improve the NWE courses. One explanation of this result is that there is a small group of young participants who are not being reached by the present wilderness process. If we are to improve the effectiveness of the courses, this group needs to be further researched.

The leader relationship as a success experience?

Given the strength of the personal and interpersonal activities in contributing to various aspects of "success" (which we could consider as due in part to the "people skills" of the Outdoor Leaders) it may be expected that these two groups (i.e. those who felt they had done very well on the courses compared with those who felt they had done moderately well on the courses) could be differentiated according to the relationship they developed on course with the leaders.

As part of the evaluation package, the young people were asked a series of questions relating to both supportive and task oriented behaviours of leaders (see Appendix 5).

Analyses were then carried out to determine which "leader" variables were important in the prediction of the overall "success" experienced by the participants. Consistently, the participant happiness with the adult leaders[1] was of significance in predicting differences between young people in (a) how well they had done on the course, (b) how they felt about themselves after the course and (c) whether they expected the course to help them in everyday life. In other words, those who had the happiest reported relationship with the leaders also reported doing very well on the course, feeling much better about themselves afterwards and expected what they had learnt on the course to help them in everyday life. So, although it was not initially anticipated that the "leader" relationship was part of the success experience, it would not seem an unreasonable assumption to make, given these results.

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[1] Note that the question asked here was
"Overall, how happy are you with your relationship with this group leader?"
1. very happy
2. mostly happy
3. sometimes happy, sometimes not
4. mostly unhappy
5. not at all happy

Summary

To evaluate the participants experience of success on the wilderness courses we started by asking several important questions:

1. What is a success experience?
2. What is it in the outdoors that generates success? and
3. If people have experienced success, how can we know?

To answer Q.1 project staff defined (operationally) success in terms of both "overall" (like how well the participant felt they had done on the course) and "specific" (like what gave participants a "buzz" experience) measures. It was expected that participant response to the "overall" items would answer Q.3 and participant response to the "specific" items would provide valuable information on Q.2.

The analysis of the participants' responses immediately after the 10 day expeditions indicates that most of the young people who have been assessed at this stage of the program have experienced "success" in both an "overall" and "specific" sense.

The results from those "specific" success experiences that have been considered have provided us interesting information about what in the outdoors generates such experiences.

1. It would seem that success experiences can be differentiated according to whether they are affected by physical or personal /interpersonal factors. Learning and change (the longer term "success" experiences) are more influenced by the personal/ interpersonal factors, while a buzz or feeling good about oneself (the shorter term "success" experiences) are more or equally influenced by physical factors. In fact we expect that participation in the physical activities is providing the catalyst for personal change.

2. In all, the relationship and personal growth issues have a greater impact on participant "success" than expected and can be attributed to the increasing importance staff place on the use of "people skills" within the program. This relationship was supported by the participants, over the last years, increasingly attributing personal and interpersonal activities to the longer term success experiences.

3. No one particular physical activity appears to generate more "success" than any other, however, the Korero appears to be particularly influential in generating success of a personal or interpersonal nature.

In an attempt to determine which aspects of success are the most important it has been found that only what has helped participants change for the better was of predictive power in distinguishing between those who reported more or less success in

an overall sense (i.e. in terms of doing well or feeling good). However, from information on how participants perceive the leaders, it is evident that their happiness with the relationship they develop with the leaders is also significant in predicting their overall "success" on the program. This indicates that the "leader" relationship, in itself, could be a significant generator of "success" experience in the outdoors.

While there is no way of knowing just how inclusive our definition of success is, it would seem that young people are experiencing many forms of "success" by participating in the wilderness experience. Theoretically (as discussed in Chapter 2) we can expect that from these results that young people will gain an increased sense of control over their lives, regain their motivation and build on their self-esteem. It would seem that they are doing this through both the mastery of physical challenge and increased personal awareness and interaction with others.

Chapter 6: CHANGES IN SELF-ESTEEM

This section details some of the longer term self-esteem changes in the young participants that may be attributed to their working through the wilderness experience course.

As we have mentioned in Chapter 4, prior to coming on to the NWE course (Time 1) the young participants were required to complete a series of questionnaires which would provide demographic data for the overall evaluation of the NWE course. The self-esteem questionnaire (WSE) was part of this package. Six weeks after the first assessment (Time 2), the first 31 participants who had completed the course were re-interviewed. However, at this stage, the course changed from a 6 week[1] to a 10 day course and from this point onwards, assessment of the remaining course participants occurred at 6 months (Time 3)[2]. At this stage both the self-esteem scale and a highly modified Personal Background Questionnaire called the "Follow-up" Questionnaire (FU), were administered. The results from the "Follow-up" Questionnaire will be discussed in Chapter 7.

While 280 young people had taken part in the program by the end of 1989, only 222 could be considered for contact at 6 months, as the remaining 58 participants had completed their 10 day expeditions less than six months previously. 88 of the 222 (40%) agreed to this third assessment. However, of these, only 72 (33%) satisfactorily completed both pre- and post- WSE questionnaires.

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[1]In the first months of development the NWE ran as a YPTP (Young Persons Training Program) Course.

[2]The assessment at 6 months was frequently more like 6 months plus because the staffs' initial attempts to make contact with participants at six months were not always successful. The procedure of making contact to do the final assessment involved sending young people a letter inviting them to come into the program to talk about how life was going for them. If the participants didn't appear within a few days, a phone call followed and relatives were also contacted, where appropriate, to check the address of the participant. If no contact could be made this way, copies of the questionnaires were sent on to the address with the hope that the client would either be available at that address or that the mail would be redirected. If there was still no response, the help of the Labour Department was enlisted. It was expected that the addresses they had of many of the participants would be more up-to-date and so they were asked to send a letter on to participants asking them to contact NWE staff.

There is one further point to be made here. As we have mentioned in Chapter 3, the course involved not only the 10 day expedition but also an 18 month follow-up period where young people could take part in a program of fortnightly activities. It needs to be noted here that many of the young participants would take part in follow-up activities with Wilderness staff but not make themselves available for the Follow-up data collection. The relationship between attendance in follow-up activities and completion of the Follow-up interview is discussed further in Chapter 7.

The wilderness self-esteem scale (WSE)

It is important to look not only at the changes in self-esteem registered in the young people over a six month period, but also the results of the development of the scale per se. These results are discussed here because they provide us with some important insights into the behaviour of young "at-risk" youth and help us understand more fully what self-esteem changes have been made.

The development of the scale

Project staff were concerned that the available self-esteem scales were neither suitable (in their language) for young "at-risk" Northlanders, nor linked to the theory described in Chapter 2. This resulted in a decision to develop their own Wilderness Self-Esteem (WSE) scale. Essentially there are five steps to this development:

Step I. The selection of items

Items (or statements) like "I feel really good about myself" or "I have nothing to feel good about", are selected that represent the notion of self-esteem that staff adhere to.

Items were chosen that represented the three levels of self-esteem associated with the Wortman-Brehm model (p13-14):
(i) High self-esteem characterised by an expectation of control and successful coping behaviours.
(ii) Threatened self-esteem characterised by an expectation of control, yet unsuccessful coping behaviours.
(iii) Low self-esteem characterised by an expectation of no control and failure to cope.

Items also reflected
(i) the affective state, for example, anger/frustration and helplessness/depression and
(ii) the pattern of attributions associated with each level so that, for example, a high level of self-esteem was associated with internalised success; threatened self-esteem was associated with an initial strong externalisation of failure followed by an internalisation of failure to changeable aspects of one's self (e.g. one's feelings); and low self-esteem was associated with externalising success and a strong internalisation of failure to stable aspects of one's self (e.g. one's personality).

63 items were selected for trial.

Step 2. Participants respond to the items

When completing the WSE questionnaire, the participant was instructed to rate how true each item was for them by rating along a 5 point scale from completely true, to completely false, These responses were scored, for example, 1 for completely false, 2 for partly false and so on.

Step 3. Sorting of items into sub-scales

The items were analysed[1] and sorted according to the similarity of the responses given by the participants, e.g, the responses to "I feel really good about myself" and "I can cope as well as most people" and "I am a valuable person" could be expected to draw similar responses for each participant, whether they agree to some extent with all of them, or disagree. This sorting provided three groups or sub-scales of items which we called "coping", "reactance" and "helplessness". The items within each sub-scale all work together in the same way (i.e. were highly related) and the total score on each group of items was calculated.

Step 4. Creation of final sub-scales

The fourth step was to make sure that the relationship, or correlation, of each of the items with the total score of the group or sub-set of items was high[2]. This has to occur if we are to discuss, for example, participants feeling less "helpless" or feeling that they are "coping" more. If the correlation between any item and the total (called the item-total correlation) is not strong, the item is discarded. As the WSE had been administered at Time 1 (pre-course) and Time 2 (at 6 weeks) as well as at Time 3 (6 months), we were also able to check the strength of these relationships at three different times. It was hoped that the relationship of the items to the total would remain high for all three stages of assessment.

This process[3] left us with each of the sub-scales with 8 items. The sub- scales and their associated items are found in Table 4. Additionally, it was clear that the Reactance (R) sub-scale was changing most over time with the item-total correlations dropping. This meant that the relationship of some of the sub-scale items were no longer closely related, at Times 2 and 3, to the sub-scale as a whole. This result was of some concern and will be discussed later.

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[1]Responses from participants were analysed using the SAS (Statistical Analysis Systems) package (Helwig & Council, 1979).

[2]If a correlation is 1.0 there is a perfect correlation and if a correlation is 0.0 there is no relationship. As a rule of thumb relationships greater than 0.4 are acceptable.

[3]With information from the total sample, item-total score correlations were calculated for the C, R and H sub-scales and those items with the lowest mean item-total correlations were eliminated. This procedure was repeated until a brief 24 item version of the WSE was available, comprising 8 C, 8 R, 8 H items. Item total correlations were:

(i) at Time 1 for C1 from .44 to .67
at Time 2 for C2 from .34 to .84
at Time 3 for C3 from .36 to .66

(ii) at Time 1 for R1 from .44 to .62
at Time 2 for R2 from .28 to .73
at Time 3 for R3 from .14 to .65

(ii) at Time 1 for H1 from .49 to .65
at Time 2 for H2 from .32 to .79
at Time 3 for H3 from .47 to .69

Step 5. Check the reliability of the sub-scales

The last step in the development of the sub-scales involved checking how reliable, or consistent, the scales were over time. If the sub-scales are reliable we would expect that participants would have the same rank order on all three occasions, Time 1, Time 2 and Time 3. That is, the young person who scored most on the helplessness sub-scale on the first occasion may also expect to score most on the same sub-scale on both other occasions although s/he may have improved as a result of participating on the course. As everyone else would be expected to improve, the same rank orders should hold[1]. The best way of checking the consistency over time is to look at the correlations over time. The higher they are between the sub-scales over time, the more reliable the sub-scales are. The correlations are presented in Table 5.

For the small group of students available at Time 2, at 6 weeks (N=30), the re-test reliability of the three sub-scales was statistically significant, but lower for the Coping scale than for the Reactance and Helplessness scales.

At 6 months the re-test reliability (on N=73) remains significant only for the Coping scale. This means that the NWE course may be affecting the Reactance and Helplessness of participants differentially over the 6 month period. For example, while some participants are very helpless at the start of the course and are less so at 6 months, others who were not so helpless at the start are reporting more helplessness at the end of the course!

[1]This brings up the point though that in the development of most "new" scales we would not expect any intervention, like the wilderness experience, to occur. The presence of the wilderness experience does mean that we cannot make a "clean" check on the reliability of the sub-scales, however, we may still hope that the rank orderings of participants remains the same across time.

Table 4: The self-esteem scales[1]

I. Coping	
Item 24	I feel really good about myself
Item 55	I know I can solve practical problems if I try hard enough
Item 49	I can do things as well as most people
Item 20	I succeed at difficult problems because of my own effort
Item 33	I feel really good about other people
Item 60	I feel I am a valuable person
Item 1	I like tackling problems
Item 14	Most of my good times I have brought about
II. Reactance	
Item 57	I hate it when I don't have control over what's happening to me
Item 23	I feel really depressed and helpless when other people decide what happens in my life
Item 17	When I get into trouble it's because of my feelings
Item 4	I get very angry when I don't get the hang of a problem
Item 42	I achieve things aggressively
Item 9	I get really angry when other people decide what happens in my life
Item 21	Other people control what happens in my life
Item 48	Most of my problems are because of the sort of person I am
III. Helplessness	
Item 41	I hate tackling problems
Item 5	I haven't got much to feel good about
Item 31	I get beaten by problems no matter how hard I try
Item 51	I have no energy to cope with the troubles in my life
Item 30	Most of my good times depend on someone else
Item 6	I feel useless when I try to solve problems
Item 8	Most of my problems are caused by the situation I am in
Item 26	I give up easily when trying to do difficult problems

[1]A check on the sub-scale structure was carried out with a principal components analysis with varimax rotation and the process repeated to improve item-total correlations and factor loadings. The principal component analyses yielded factor loadings varying from .40 to .66 for C, from .39 to .67 for R and .49 to .64 for H.

The Wilderness Self-Esteem Questionnaire can be found in Appendix 6.

Table 5. : Correlations between WSE sub-scales

	C1	C2	C3	R1	R2	R3	H1	H2	H3
C1		.437**	.428**	-.079	.242	-.075	-.338**	.047	-.336**
C3						.017			-.577**
R1					.639**	.152	.395**	.412*	.018
H1								.777**	.230

*p<.05 **p<.01

The correlations between Coping and Helplessness at Times 1 and 3 indicate that these sub-scales are significantly inversely related, although the size of the correlations indicate that they are partially independent. The Reactance and Helplessness sub-scales are also significantly related at Time 1 although again, the size of the correlation indicates partial independence. At Time 3 though, this relationship is non-existent. It is important to mention these relationships because initially we had hoped to develop one scale rather than three sub-scales, but, the analyses have not supported this move. This means that for many young people, agreeing to an item like "I like tackling problems" does not automatically mean they will disagree with "I hate tackling problems".

In the development of a new scale it is also normal to have participants complete one or more questionnaires that are meant to measure the same or similar concepts. This means that a valuable sixth step can be taken that provides the relationship of the "new" scale with the older scales and checks that they are measuring similar concepts. Apart from completing the WSE scale participants were also asked to complete the Tennessee Self-concept scale. While there had been staff concern about the use of foreign self-esteem scales this scale had been used frequently by outdoor centres in the United States and was added to the evaluation package to provide a comparison with the WSE. However, its use was withdrawn after the first year due the continued negative response from students.

While we lost the Tennessee Self Concept Scale we did still have the exploratory "self-efficacy" items against which to compare the self-esteem sub-scales. These were the questions that participants were asked to respond to on completion of the 10 day expedition, They asked participants to rate how well they had done on the wilderness course (WD), how much better they felt as a result of participating on the course (FN) and whether they expected that what they had learnt would help them in the future (EX). It was expected that if these items were good measures of self-efficacy, and if in fact self-efficacy and self-esteem were related (as discussed p.16), then these items would be correlated with our self-esteem sub-scales.

As can be seen from Table 6, the FN, WD and EX measures taken after the 10 day expedition are significantly correlated not only with one another but also with C3. That is, directly after participation in the wilderness course, the higher the scores on the three measures [(i) perception of having done well, (ii) perception of feeling better about themselves, and (iii) expectation of future success from learning] the higher their subsequently reported self-esteem (coping) at 6 months.

Table 6
Correlations between WSE sub-scales and self-efficacy items

	FN	WD	EX
C1	.258	.137	.164
C2	.553**	.488*	.464*
R1			
H1			
FN		.404**	.510**
EX			.307*

*p<.05 **p<.01

Changes achieved in self-esteem over time

For the 30 young people who participated on the longer 6 week courses there was a statistically significant decrease in the amount of helplessness they reported at the end of the course compared with the levels of helplessness reported prior to the course[1]. There was also a decrease in reported reactance but this was not significant[2]. There was no change on the C sub-scale.

For the 72 participants that responded effectively to the WSE questionnaire at 6 months, there was not only a significant decrease in the helplessness reported, but also a significant increase in the coping reported[3]. There was a slight decrease in the

[1]Between Time 1 and Time 2 (6 weeks) mean scores on H decreased significantly from 2.711 to 2.61 ($t_{(31)} = -2.93$, $p<.005$).

[2]The R mean scores decreased from 3.271 to 2.944 but this was not significant ($p<.22$).

[3]Between Time 1 and Time 3 (6 months) mean scores on H decreased significantly from 2.711 to 2.304 ($t_{(71)} = -2.93$, $p<.005$) and the mean scores on C increased significantly from 3.588 to 3.821 ($t_{(72)} = 2.32$, $p.<.02$).

reactance scores, but this was not significant[1].

This indicates that in the short term the wilderness courses are reducing the participants' sense of helplessness and, in the longer term, are contributing both to the reduction of the participants' sense of helplessness, and to their increased ability to cope.

How representative were these results of the whole group?

There was some concern that the differences obtained between the pre- and post-results would be biased due to the small number of participants who were contacted at 6 months and agreed to complete the assessment. Were they different in any way from the participants that had declined to complete the assessment? Had they been less helpless, or better "copers" before going on the wilderness course? or were the others simply not contactable?

One way of examining this problem, was to analyse pre-course data for differences between the two groups (i.e. contacted and not contacted at 6 months). Analyses[2] indicated that there were no significant differences between these two groups on any of the self-esteem sub-scales prior to coming onto the course. There were no differences between those who had completed the self-esteem questionnaire at six months and those participants who had not completed the assessment.

However, further analyses on demographic data indicated that those young people who completed the 6 month assessment were more likely to be female[3] and/or more likely to be Pakeha.[4]

But what effect did this have? We needed further analyses to examine whether young females and young Pakehas were different from others on the self-esteem sub-scales prior to coming onto the wilderness course, but only one analysis was of interest. We found that the young female participants scored significantly higher on the Reactance scale than the male participants prior to coming on to the expedition[5]. That is, they were more likely to agree to statements like:
"Other people control what happens in my life" and
"I hate it when I don't have control over what's happening to me".

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[1] R mean scores went down from 3.271 to 3.149 but they did not differ significantly ($t(72) = -1.24$, $p = .22$).

[2] A simple one way ANOVA, for each of the WSE sub-scales

[3] $\chi^2(1) = 6.72$, $p < 0.05$

[4] $\chi^2(3) = 11.43$, $p = 0.01$

[5] $F(1,216) = 4.01$, $p = 0.046$

The net effect of this result though, remains unclear. All we can say, at this stage, is that more young women in our "contactable" group may in some way affect the results regarding the reactance scale. Further research would be required to find out what type of effect occurs.

The second analysis on the effects of race on self-esteem indicated that there were no significant differences between those who identified themselves as Maori or Pakeha on the self-esteem sub-scales prior to the course and no differences between these main groups after the course.

Discussion

Project staff are chosen on the basis of their natural rapport with young "at-risk:" people, however, staff found that even after four years practice, communicating with participants can still be very difficult. They are not easy people with whom to work and the use of the "right" language has been an ongoing challenge in the assessment procedure. Even now it seems that there will be one or two items in the WSE that may need some interpretation for some participants. For example, staff believed that the words"aggressive" and "aggro" would be understood by all clients, but some understand only one, while others only understand the other. Similarly, words like "partly", "helpless" "solve" and "understand" needed replacing by "sometimes", "useless", "suss out" and "get the hang of" for some participants. Ideally, further research needs to be done on a "Buttie"[1] version of the WSE scale.

Given the continual challenge of the language, the results obtained have been rewarding in terms of both support for the theoretical framework and sensitivity to behavioural changes in the expected direction. Participation in the wilderness courses is bringing about behavioural change as measured by the WSE scale and the exploratory "self-efficacy" items.

After the short 6 week course there is less reported helplessness and this is maintained at 6 months when there is also a significant increase in coping. This indicates that, in the short term, there is less sense of being out of control, but it is only after some months that there is also a sense of being positively in control. It is possible that the skills gained on the wilderness courses need to be practised in the "real" world before success can be internalised and coping acknowledged.

The correlation of the "self-efficacy" items with the coping sub-scale also provides an important validation of the WSE scale. Low scores on the "self-efficacy" items will enable project staff to predict which young people may need more assistance in the months following the expeditions, as well as look retrospectively at the program to

[1] "Buttie" was the term given by student interviewers to the colloquial language used by the young people of Northland. They were not sure of the spelling as they had not seen the word written. The 'u' is pronounced as 'oo' in "cook" and the 'ie' as 'ee' in "bee".

consider whether expeditions could have catered for these young people more effectively.

In total then, it would seem that there has been an improvement in self-esteem, as measured by increases in coping behaviour and decreases in helplessness. Because self-esteem and "at-riskness" are intrinsically linked, we may expect these results would be accompanied by decreases in "at-risk" behaviours and increases in motivation.

However, as we were unable to organise effective control or comparison groups it could be said that these differences, particularly the longer term ones, are due to factors other than the wilderness experience. But it is difficult to imagine just what factors in Northland may have improved the self-esteem of these young people, if not Northland Wilderness Experience.

Regarding the development of the WSE scale, it is evident that, for Time 1 the structure of three sub-scales was supported by statistical analyses. However, at Times 2 and 3 the item total correlations (i.e. the relationship between the items and the overall sub-scale score) fall, particularly for the Reactance sub-scale. There could be several reasons for this.

1. The first is that the sample size falls from 222 subjects in Time 1 to only 71 in Time 3

2. The second reason is more complex, but may be related to both the structure of the sub-scale and the nature of the participants that were contactable at Time 3. When constructing the R scale initially, far more emphasis was placed on a strong reactance to be shown by participants. It was expected by project staff that participants who scored high on this sub-scale would be the traditionally rebellious, acting out, "at-risk" youth with a lot of anger and resentment towards authorities. They were expected to be the ones most likely to blame others for their problems, the most likely to have had trouble with the law and the most likely to take a knife to you on the expeditions. As a result, items like "I use other people to get what I want" and "When I fail it is because of someone else's interference" and "I get angry with others who interfere with my getting on in life" were also included in this sub-scale.

   However, a preliminary analysis[1] did not support the strong reactance expressed in this scale. While items reporting feeling angry were still retained, items attributing blame for failure to others were eliminated and were replaced by items attributing blame for failure to themselves. The revised R sub-scale indicated that high scorers were particulary sensitive to loss of control and yet internalising failure experiences. Discussion with project staff indicated that high scorers on R (mainly young women) were likely to have been told that they were a problem so often that they had come to believe they were.

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[1] principal components analysis

At Time 3 the R sub-scale shows low item-total correlations particularly for the items expressing anger, for example, "I achieve things aggressively" and "I get very angry when I don't get the hang of a problem". It is possible that those who were scoring highly on these items initially at Time 1 are part of the group that are no longer available for follow up at 6 months (possibly the young men that we are having more difficulty making contact with). Theory suggests that individuals who show high levels of reactance are still highly motivated to gain control, i.e. have the energy to try and change their environment. If wilderness courses are successful for these participants, we would expect their energy to be utilised in new and challenging activities and, at the end of the program, redirected into more constructive activity than the taking up of "at-risk" behaviour. That is, participants showing the most reactance can be expected to find alternative strategies to express themselves and in a high unemployment area, like Northland, we may expect that one strategy would be to leave the area to find employment elsewhere. However, this notion needs to be further researched.

3. The third reason for the R item-total correlations to fall at Time 3 is that the young peoples' concept of anger and frustration has changed as a result of participating in the wilderness course. In the theoretical section of this report, we suggested that "at-risk" young people may be opting for a particular life-style established by their peer group as a response to uncontrollable outcomes. Part of this life-style option will be that it is okay to drink heavily, smoke dope and become violent, etc. In participating in the wilderness courses however, some of the first rules they encounter relate to being able to communicate one's needs without displays of aggression. Throughout the course the young people also participate in the korero around a camp fire, which takes the form of discussion about the days activities, their fears and their accomplishments. Old behaviour is often discussed and new ways of coping examined. Under these circumstances, it would not be surprising for their concept of anger, in particular, to change. It can be expected that it may still be all right to want to have control over one's life and show a vigilance regarding control issues (as measured by other R items) but not all right to use anger to achieve one's goals.

There is one final note to make about the development of the WSE scale and that relates to the issue of consistency. Despite the fact that a three sub-scale structure was supported by the analyses, this was not an expected result. We had hoped for one scale, or at least that the helplessness and coping scales would come together to form one scale that would contain both positive and negative items, It seemed strange that a positive response to an item like "I like tackling problems" would not also mean that an individual would give a negative response to the opposite "I hate tackling problems". There are two possibilities here, one that our clients are very inconsistent, and two, that positive and negative statements mean very different things to them (other than just opposites). It is our opinion that both are true to some extent:
1. Inconsistencies can be expected, as the questionnaires that we have given the young participants may be asking about aspects of themselves that they have never

thought about before. On initial reflection, they may well "hate tackling" some problems they think of as well as "like tackling" others or alternately, agree to "I feel really good about myself" but a few seconds later, also agree to "I haven't got much to feel good about". It is possible that it is only us, who have spent years and years being educated to integrate information and think sequentially, who find this inconsistent. Despite this though, many of the results we have reported, like the decrease in reported helplessness and increase in coping ability after participating in the wilderness course, have remained consistent for several samples of participants over the last four years.

2. It is also possible that, for many of the young "at-risk" people, negative and positive statements do have meaning for them, other than just as opposites. Negative language is far more likely to be part of their lifestyle of "at-riskness" than positive language, just by the fact that they are "at-risk". In our results section we noted that the consistency of the sub-scales for participants over the 6 week period was far higher for the reactance and helplessness sub-scales than for the coping scale, It is not easy to explain this result unless we consider that the participants may be far more familiar with the language and meaning of the more negative items relating to helplessness and reactance than the more positive ones of the coping scale.

Summary

It would seem that the limitations of the Wilderness Self-esteem scale relate primarily to the young peoples' use of language and their ability to be consistent (which are in themselves interesting results). Despite this however, the WSE scale has provided us with valuable information on changes in self-esteem that may be attributable to the participants working through the wilderness course. Changes include significant improvement in feelings of coping, as well as significant decreases in feelings of helplessness. The lack of change on the reactance scale is surprising, but maybe due to a bias in the sample introduced by more young women being contactable at 6 months, However, while there are no overt changes in the reactance scores, there are "within scale" changes that could be attributable to the participants changing their concept of anger over the six month period. Alternatively, those young people who score highest on the anger items of this scale prior to going on the expeditions are no longer formally contactable at six months. Further research will be required here to understand more fully what is happening.

Chapter 7: THE "FOLLOW-UP" EVALUATION

This section of our work looks at the results of the assessment of young people followed-up six months after they had worked through the wilderness experience expedition. As we have already mentioned in the previous chapter, the "Follow-up" (FU)[1] Questionnaire was responded to by participants at the same time as the Wilderness Self-esteem Scale. A copy of the questionnaire can be found in Appendix 7.

88 of the 222 (40%) participants who had completed their expeditions prior to 6 months agreed to complete the FU questionnaire, however, not all had done so adequately. Results are therefore reported with the number of participants involved in each analysis, i.e. N=81 or N=62 and so on, in a similar manner to the results in Chapter 4.

Results

Overall changes in the participants:

-76% (from N=80) Still report feeling "better" or "much better" about themselves than compared with before the course (83% had reported feeling this way directly after the expedition).

-90% (from N=82) still report feeling that they had done well on the course (97% had reported feeling this way directly after the expedition).

-80% (from N=70) say the course has helped them to change and again, comments follow a theme similar to those noted with the completion of the course:

> "It gave me a feeling of self worth, to know that I can conquer anything"
> "It's improved my ability to work in group situations..."
> and
> "It has made me able to see myself as an able person to make a life ahead of others".

-79% (from N=82) said what they had learnt on the course had helped them in their everyday life. (Directly after the course 48% had thought that "yes", what they had learnt would help them and 42% had thought that "maybe" what they had learnt would help them.)

[1]The "Follow-up" Questionnaire was shorter than originally intended. As NWE had neither the resources or opportunity to always interview clients at 6 months on a one to one basis and had therefore to resort to a postal assessment it was decided to keep the Questionnaire short and simple to ensure that as many people as possible would respond.

Changes with family

-50% (from N=79) report changes for the better in their family situation. Over half of these young people report changes that include less arguments and better communication, while others report being given greater freedom and responsibility or that "It's just all positive". Only one participant reported negative changes within the family.

Changes with friends

-Almost 50% (from N=75) report changes for the better with their friends. Again, changes cited include better communication, better relationships and, in some cases, because their values have changed, that they have changed their friends for the better. All three types of change were equally reported. Only one person reported changes for the worse among their friends.

Changes in employment

-While 67% of those who had left school and were no longer in full-time study reported being unemployed prior to coming on the NWE courses, only 41% of this group (i.e. 26 of the 64 who had left school and were no longer in full-time study) reported being unemployed on follow-up.

-27% (17 from 64) remained in casual work schemes and this figure is the same as prior to the course.

-17% (11 from 64) had obtained permanent employment (only one person had reported being employed prior to the course i.e..06%)

-50% (32 from 64) reported that they felt better about their job situation since attending NWE. Changes included, apart from having found work, feeling more confident and more motivated. 10% (N=6) report feeling worse about their job situation since first attending NWE.

22% remained in full-time study (compared with 30% of the participants prior to the course).

Changes in marijuana use

Of those who used marijuana (80% of those assessed at 6 month plus (58 of the 71 participants who answered this question)) 38% reported that they smoked less, or had stopped completely since being on the program, 9% reported a greater usage, and 53% remained much the same.

-18% of those who answered this question reported that they had never used marijuana (This is 16% of the total follow-up sample and very different from the pre-expedition data which indicated that 53% of the total sample did not use this drug!)

Changes in alcohol intake

Of those who drank alcohol (85% of those assessed at 6 month plus (64 of the 75 participants who answered this question)) 44% reported drinking less or that they had stopped completely since attending the program, 14% reported a greater usage, and 42% remained much the same.

-15% of those who answered this question reported that they had never used alcohol This is 13% of the total follow-up sample and as with the case of marijuana use, very different from the pre-expedition data which indicated that 42% of the total sample had not drunk alcohol. It is not clear what is going on here. One possibility is that the follow-up sample were now older and therefore more likely to experiment with alcohol and other drugs. It is also possible, though, that the participants will (after having developed good relations with the staff of NWE) be more honest at the six month follow-up. For instance, one young man reported that he had smoked more dope since coming on the expedition. The interviewer, receiving his "follow-up" questionnaire in person, was concerned and reported:

> I reflected that back to him, and he replied, "I had to put that, because before the expedition I said I didn't smoke, so I had to put 'more'. I actually smoke less though, I don't buy it for myself anymore. I just smoke it if it's going around".

Lastly, when the young people were asked whether they had been in trouble with their drinking and drug taking 19% (14 of the 75 who had answered this question) reported that they had. This is 17% of the total sample compared with 22% of the total sample that had responded in kind prior to taking part in the course.

Changes in cigarette smoking

While this was an aspect of the participants' behaviour that was not considered prior to the course staff felt it important to look at changes, if any, that had occurred as the addiction to nicotine had caused trouble on those expeditions on which participants had run out of cigarettes.

-Of those who smoked cigarettes (87% i.e. 67 of the 77 who answered this question), 33% reported smoking less or that they had stopped completely in the preceding months, 16% reported a greater usage, and 51% remained much the same.

Changes with the law

-72% (55 of the 76 who had answered this question) remained out of trouble with the law (in comparison to the 72% who had experienced this form of trouble prior to coming on the courses).

In tracing back to the pre-test scores of those participants who have been followed-up in this evaluation, 68% of those who had been in trouble prior to the expedition reported no longer being in trouble at 6 months. This figure, for our small sample, is very close to the expected 72% who had reported being in trouble from the larger group (N = 226) and suggests that our follow-up sample is representative of the whole group.

The follow-up problem

Just how representative the follow-up sample of 88 participants is of the initial 222 young people who attended the program, remains a matter for some conjecture. So far, we have only considered the matter obliquely and it seemed important at this stage to bring together all the facts and figures in this separate section and consider them as a whole. What differences were there? Were we really having so much difficulty connecting with young participants 6 months after the program, and does it really matter?

We have post-expedition information on the participants from three sources, the self-esteem and follow-up evaluation results, data from the interviewers in their efforts to contact young participants at six months, and data from the leaders on the participants that have attended the post-expedition "follow-up" activities.

1. From the results on self-esteem and follow-up evaluation:

In the chapter on self-esteem, our analyses indicated that our formally contacted group included a significantly higher proportion of young women and a significantly higher proportion of pakeha participants. Would this bias the results from our six monthly assessment?

Initially we had thought those people we were managing to contact more formally were the more helpless and dependent, i.e. more likely the women (we even felt that our need to keep contact with young people may be preventing them from becoming more independent). We also thought that the young Maori people, coming in particular, from larger families may have enough support in the community and not need to keep contact with the NWE staff. However, neither of these ideas was substantiated by statistical analyses. The follow-up group and the initial sample did not differ significantly in helplessness or family size.

What we did find, was that in the initial sample, while there were no differences on any aspect of self-esteem when comparing pakeha and Maori groups, young women had had significant differences on the self-esteem scale, scoring higher on the reactance scale than young men. However,it is still unclear to how this could affect the results of our six month assessment.

From the self-esteem results we also know, that while the follow-up group showed no significant change on the reactance scale over time, the quality of the scale's structure did change over time. We suggested earlier that this may be due to the loss, at 6 months, of those young people who had higher scores on the items expressing aggression prior to the course. If this is indeed the case, we may well have lost some of the most "at-risk" participants, and if they have been unaffected by their wilderness experience and have remained "at-risk", our six monthly results may be overly positive. However, this remains speculative and needs to be determined by further research.

All we can say at present, is that from all the variables that the young people have been assessed on, the contactable and non-contactable differ significantly only on two. On the majority of demographic and self-esteem variables these groups may be considered the same and the contactable group a representative sample of the initial sample.

2. From the interviewers' data:

Staff had information on a further 57 (26%) participants who have
(i) been contacted by staff or have themselves kept in contact with the program, but declined to answer any further questionnaires,
(ii) are known to have left Whangarei without a forwarding address (32 out of the 57, i.e. 14% of the original sample of 222 participants), or
(iii) are within some form of institutional setting.

This means that some form of contact has been achieved for almost two thirds of NWE clients and this is far more than we are led to expect from looking at the formal evaluation results. However, it is still the case that the whereabouts of the remaining third (N=77) is unknown to families, relatives and staff of NWE.

3. From the leaders' data on follow-up activities

From the conception of the wilderness experience there has been confusion between the follow-up activities and the follow-up evaluation.

The follow-up activities are part of the 18 month follow-up program that young people may participate in every two weeks after they have completed the wilderness expedition. These activities are varied, but normally involve some form of outdoor pursuits, like kayaking, abseiling, swimming, although they have also included visits to museums and other cultural centres.

Unfortunately, in our early reports, when we reported not being able to contact young people for the "follow-up" evaluation it was thought that they had just attended the 10 day expedition and then vanished. This of course, is not the case. A great number of young people have kept contact with NWE after their expedition experience. Some attended the follow up activities, others just dropped in (particularly after the building had been extended to include a drop in centre) and others telephoned if living further away.

There is no doubt that the quality of the follow-up activities did vary enormously and in the second year was almost abandoned as resources became depleted and energies went down. Participants at times didn't even seem to be interested in coming. However, an assessment of where participants were at the time (visited at home by staff) indicated quite clearly that while participants did not always turn up to the activities, they wanted the choice of being able to attend. They wanted to know that if, at any time, they needed help (or just a chat) they could call in at Wilderness. Since then there has, in fact, been a regular attendance on the follow up activities.

It was important to consider the effects of the attendance on follow-up activities on being able to contact young people formally for the six month evaluation. To do this we analysed the contact of participants from 12 groups (13-24). This series of groups ran at a time in which most things within the wilderness program were functioning well, resources were not a problem, the drop in centre was available, the follow-up activities were functioning well, NWE was running with a full quota of outdoor leaders and most leaders had had some training in people skills.

During this time 97 participants worked through the expeditions. 66 (68%) of these kept contact with NWE either by attending the follow-up activities, dropping in to the centre for a "cuppa" or by phoning in. Most did all of these. Table 7 enables us to look at the effect of continued participant contact with NWE (after the expedition) on our ability to formally evaluate (i.e. with questionnaire) and informally evaluate (i.e. just have information about their whereabouts) clients at six months.

It is clear from these results that if we promote the participants continued contact with NWE, either through the attendance of outdoor activities, or by "dropping in" and by phoning in, we will undoubtedly improve the validity of our six monthly evaluation results. However, we still cannot be sure that this is in the best interests of the participants. In terms of the Hersey and Blanchard model that we discussed in Chapter 3, it would seem important for us to actively promote the continued independence of the young participants, and part of this maybe that the wilderness success experience is no longer needed for participants to feel capable.

Table 7: The effects of participation in the "follow-up" program on the "Follow-up" evaluation

	Participation in Follow-up program		No participation in Follow-up program	
FU evaluation[1]	40	(61%)	11	(35%)
FU info only[2]	7	(10%)	3	(10%)
no FU	19	(29%)	17	(55%)
Total:	66	(100%)	31	(100%)

[1] The formal evaluation questionnaire has been answered
[2] Informal follow-up information is available regarding the participants whereabouts. They may keep in contact with the staff but not wish to fill out the formal questionnaire.

Summary

In examining the results from the six month assessment, it seems that there have been several shifts in the extent of "at-risk" behaviour displayed by the participants, as well as shifts in those situations that may place them further "at-risk".

1. The most significant change has been the dramatic decrease in the number of participants who are reporting having been in trouble with the law. It would be hoped that this shift is due to the decreasing unlawful "at-risk" behaviour shown by the participants.

2. There have also been important reductions in the number of young people drinking alcohol, smoking marijuana and, to a lesser extent, a reduction in those smoking cigarettes.

3. There have also been significant improvements in family and friendship circles for half of the young people. This means not only a decrease in the potential number of situations that can place young people "at-risk", but also that there should be more support for dealing with those "failure" situations still encountered.

4. Changes have also been registered on the employment scene with a number of young people in employment and half of those who are no longer in full-time study feeling better about their job situation. Given that there had been more dissatisfaction expressed over unemployment than any other aspect of their lives prior to the course, the results form this small group are heartening.

5. The major problem with these reported changes remains that they are based on a relatively small subset of participants who agreed to complete the formal follow-up evaluation questionnaires at 6 months. At present, the follow-up group includes more females and fewer Maori than the original sample. However, there is no clear indication that these attributes place these participants at any greater or lesser degree of "at-riskness" compared with their peers. For this reason, the results from this small group are considered to be representative of what we could expect if all participants from the initial sample had been formally evaluated at 6 months.

Chapter 8: FINAL COMMENTS

Has Northland Wilderness Experience achieved its objectives?

From the results obtained so far, it would seem that Northland Support Wilderness Experience is indeed meeting its objectives.

1. It is providing "success" experiences in the mastery of physical, personal and interpersonal challenges.
2. It is improving the self-esteem of many young people by reducing their sense of helplessness and increasing their sense of coping, and
3. It is decreasing the young peoples' need to follow a lifestyle characterised by "at-risk" behaviours with evident reductions in troubles with the law and in alcohol and drug use.

While much of the follow-up information presented is based on relatively small samples, statistical analyses indicate that this "follow-up" group is similar to the original sample who took part in the wilderness expeditions. The results have remained relatively consistent over the last two years and we may expect that this will continue under the present program regime.

There are several points though that we would like to make further comment on:

1. Resistance to evaluation process

From the previous pages, it would seem that we can improve the validity of our results by continuing to promote the present level of post-expedition participation in the wilderness experience. In the future, we can expect to formally evaluate two thirds of the participants who come onto the program. However, it is also important to realise that this program is attempting to function bi-culturally and the mode of traditional evaluation of pre-post testing, is essentially of Pakeha cultural origin and has been met with some resistance. Despite the participation of the staff in the evaluation, even they show some resistance to the process. As one of the NWE staff has mentioned,

"we're people who don't want to interfere with young peoples' lives by measuring them, so we are actually going, at a very, very, basic level, against research..."

What does this mean in practice? It means that when staff are under resourced and working to their limits, the list of priorities will probably contain, as last on the list, evaluation and assessment. When staff are having to meet crisis situations (in the case of fights in families, attempted suicides etc...) the last priority will be worrying about whether they have completed the last round of follow-up evaluations!

Under these circumstances it may well be that the quality of our traditional evaluation may always be wanting. These results may never be the only ones to be considered in evaluating the effectiveness of the total program. We have to consider the less tangible moves that are being made in the community.

2. Other sources of evaluation information (local)

The referrals to the program come, to a increasing degree, from family and friends, which is a vote of confidence from the community. Similarly, the Whangarei schools are increasingly using this experiential program for their students and, again, this may be considered a vote of confidence from the community. Neither group has received formal feedback from research and evaluation and yet the comments from several parents suggests that, if we had the resources to collect the information, they would provide us with a wealth of evaluative comments. For example:

About Wilderness
"we are so glad that a place like Northland Wilderness Experience exists for our young people..."

About the change in participants
"When he went out (on the expedition) he was a very angry, frustrated man. When he came back, he was more co-operative. He could see that things needed to be done. I felt secure that he could handle responsibility."

About the change for themselves
"Wilderness is giving me time out, 10 days with J. away was sheer relief. It gives me time to think about how I'm going to talk. How the hell I'm going to get through this without losing my cool.,.so there isn't all the confrontation all the time. Before, it was my way, or no way at all. Now, the things that annoy me..when he doesn't go to school or wear a proper school uniform..It's not a big lecture anymore, just a short statement..."

While this report is evidence of a great deal of information that has been collected on the course and its participants, it would be valuable in the future (if the evaluation of wilderness continues) to spend time with parents and young participants writing up their stories about their experience with Northland Wilderness.

3. Other sources of evaluation information (national)

One of the drawbacks of our traditional evaluation process has been that we were unable to obtain adequate comparison or control groups against which these results could be compared. Consequently, it may be said that our results are due to factors other than the wilderness experience. While it is unclear what other factors in Northland may operate to improve the self-esteem and decrease "at-risk" behaviour in the wilderness participants, the uniqueness of these results to the wilderness experience could be assessed in the future. These results can serve as the beginning of a data base on "at-risk" youth and may be compared in the future with data

gathered from other programs working with "at-risk" youth. This process has already started in conjunction with the Conservation Corps projects that have been running for the last 18 months.

4. The participants inconsistencies in communication

This is an aspect of the young peoples' behaviour that will continue to hamper evaluation efforts. We have mentioned examples of inconsistent behaviour in regard to (i) drinking behaviour. When asked directly about whether they had a drinking problem most young people said "no", however, when asked what caused the problems they had associated with alcohol and drugs, most gave answer attributing problems to themselves or the situation they were in, giving us to believe that most did have problems.
(ii) agreement on the self-esteem items. For many participants agreement to a statement like "I like tackling problems" could also be followed by agreement to "I hate tackling problems".

There have been numerous other occasions, for example, in asking one young participant "How has the course helped you to change?" we received the answer "It kept me out of a bit of trouble", but two questions later she was asked. "Has what you've learnt on this course helped you in everyday life?". To this she replied, "No, not at all."

Sometimes, it has been surprising, that with this inconsistency (which could be lack of comprehension, subtle differences in the meaning attributed to words or just plain lack of experience in sequential thought processes), that we have managed to pick up any significant differences at all through our assessment procedures. But while this remains a challenge to evaluation, this should not be considered so much a problem of evaluation, as one aspect of the young participants lives that may place them further "at-risk". If this is the case, we may expect that participation in the wilderness course may also modify this behaviour. Not just because it is a form of "at-riskness" but also because the experiential learning process asks young people to reflect on their learning with every new experience. This reflection can take the form of questioning what the experience means to them, how it links up with what others are saying, what they can deduce from the experience and how it may help them in the future. This is the process of teaching thinking skills.

5. Responsibility

There have been occasions, of course, when young people have gone back home after attending an expedition and "all hell has let loose"! In some cases, this behaviour has been attributed directly to NWE and has meant that some referral agents and parents have curtly requested no further contact. These have been difficult situations for all concerned. There have not been many such times but enough have occurred for us to make comment. In discussing these situations with the participants (who invariably end up at Wilderness) it seems that most had felt they had done really well on the course. They had made many of the changes hoped for by staff, mastered

varying physical challenges, communicated better about their needs, learnt to listen, maybe taken on the leader role for a day, in fact had not only taken on more responsibility but also become more response-able. This is in fact what coping well is all about. However, participants must face that when they go home or go back to school they will need to relate to those who are not familiar with the "new" changes and may not even believe that they have changed, yet alone believe they can take on responsibility. It seems that it is in this cross of expectations that some of the problems have occurred. One strategy for dealing with this has been to introduce significant others (parents, teachers and referring agents) to the accomplishments of the participants at the end of the 10 day expeditions in a Whanau evening. While this has been successful, this process can be extended even further, for instance, by having significant others actually taking part in the courses themselves. This could happen particularly with groups referred from schools and has already been very successful for school groups in Australia (Rees, 1989).

6. The Therapeutic/Educational Connection

At the very beginning of this report we said that Northland Wilderness Experience was set up as a therapeutic outdoor program for youth "at-risk". However, we have also discussed the program in terms of the experiential learning model that has been used to generate change in the young participants. So where does NWE stand? Is it therapeutic or educational?

In fact, NWE has been very clearly one of the first pilot projects in New Zealand that has attempted to integrate both therapeutic and educational processes to enable young people to take more effective control of their lives which is a central issue for therapy. The therapist initiates this control by developing a strong empathic relationship with their client, which then helps the client take the first steps to change themselves. The NWE program has been therapeutic in this sense in:
(i) providing young people with the strategies to gain success experiences, thereby improving both their self-esteem and motivation to gain more effective control over their lives, and
(ii) its emphasis on staff "people skills", enabling leaders to develop the strong bonds with the young people which then supports them in this change process.

Education, on the other hand, is all about providing young people with the knowledge and skills in preparation for the work of life. The NWE program has been educational in:
(i) its emphasis on learning being achieved through direct, high quality success experience,
(ii) its use of the evening Korero to promote thinking skills, through the reflection on, and integration of the days learning experiences, and
(iii) its provision of opportunities for young people to work in a collaborative way so that their combined experiences contribute optimally to their learning.

Adopting this approach has meant there has been an emphasis on process skills rather than knowledge per se. However, this is not a drawback, as more and more research (Crooks, 1988; Resnick, 1987) is indicating that the learning skills and habits

(i.e. process skills) that young people can develop may be more important that knowledge accumulated, particularly as modern technology makes factual information readily available.

This experiential form of learning has been under-utilized in the present education system but, for the above reason, is now beginning to receive more and more emphasis under the guise of independent learning (Glynn, 1986) which promotes the students needs to explore and investigate (i.e. experience) free from the excessive control of teachers.

Where does this leave us? Given that
(i) our more recent results indicate that from those who have left school, over 40% report that they were "very" or "mostly unhappy" at school and over 40% said they left school because they didn't like it (many of these feeling unhappy with the teachers) and,
(ii) that there are moves within the schools and Ministry of Education to retain young people at school for longer, any process that could be incorporated into schooling and would improve the young peoples' relationships with school and teachers could be welcome.

Our major recommendation from this work is that the Northland Wilderness Experience and similar programs being run throughout the country be utilised more effectively by the present education system.

With NWE, we have a short term educational and therapeutic program, which is offering a positively reinforcing experience for over 80% of the young people who have attended NWE over the last four years. While such a program cannot be conceived as a panacea for all ills, the program's theoretical framework and empirical research can provide us with considerable information as to why the program is successful. The next step is to ask whether the wilderness programs and their techniques for working with the "at-risk" can be used more widely within schools to improve the enjoyment and success experience of young people at school. How can they best be used to help students stay effectively at school? What of the wilderness techniques may be incorporated by teachers and used in the classroom? Does the success experienced on a wilderness course reflect in improved academic performance? With the continued support of Northland Wilderness Experience these questions could be effectively researched in the future to the benefit of the youth "at-risk" not only of Taitokerau but throughout the country.

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Appendix 1: NWE CLIENT NUMBERS AND PROGRAM OPERATING COSTS

NORTHLAND WILDERNESS EXPERIENCE

Projected number of clients: 1989/1990 (12 month period)

1. EXPEDITIONS AND FOLLOW-UP, WITH RESEARCH AND EVALUATION

   a) 'Core' clients who participate in the normal expedition, follow-up and evaluation/research. Over the 18-month period each of these persons would have the equivalent of one months contact with wilderness staff.

      Approximate number of new clients = 105.

   b) Whanau/family and supporters of 'core' clients who participate in pre and post-expedition evenings in family or individual counselling and/or in parent support groups or 'tough love' groups. They each have the equivalent of between one and five days contact with NWE staff over the 18 month period.

      Approximate number of new Whanau/parents = 120

   c) Follow-up Contacts

      The number of significant contacts that we will have with participants, their Whanau, their supporters and their social works etc., will be in the order of 600 throughout the 12 month period. The time taken for this is already mentioned above.

2. COMMUNITY COURSES

   Most community course members will participate in a 5-day 4 night camp.

   Approximate number of clients = 80
   Trainee leaders = 8

3. COMMUNITY DEVELOPMENT PROGRAMME PARTICIPANTS - of these 10 will complete an expedition as clients, and two, as trainee leaders. In addition to this 20-30 members of the Whanau/hapu will participate in hui, meetings and training.

   Clients = 10
   Trainee leaders = 2
   Whanau/hapu = 25

4. LEADER TRAINING AND WORK EXPERIENCE PLACEMENTS

a) Contract Leader Training Courses

Five day intensive training to be observer then contract leader on expeditions: (includes some ex participants).

Number of trainee leaders = 15

b) Other Leadership Training Courses for people in the community. e.g. 2 day Tackling Tough Groups.

Number of trainees = 20

c) Work Experience Placements (including Polytechnic Nursing students)

= 20

d) Skills training for other outdoor leaders - Northland and other parts of NZ.

Approximate number of participants = 6

5. FAMILIARISATION COURSES

These are open to Social Workers Probation Officers, Youth Aid Police etc.

They are 2-day courses.

Approximate number of participants = 30

A summary of the above is included in the chart, "Delivery of Service to Client Groups - Summary of Key Points for Various Services" (including estimated numbers of participants).

DELIVERY OF SERVICE TO CLIENT GROUPS
SUMMARY OF KEY POINTS FOR VARIOUS SERVICES
(INCLUDING ESTIMATED NUMBERS OF PARTICIPANTS)

TYPE OF PROGRAMME/ KEY COMPONENTS OF THE PROGRAMME	OUTDOOR EXPEDITIONS	COMMUNITY COURSES	COMMUNITY DEVELOPMENT PROGRAMMES	LEADER TRAINING ETC.	FAMILIARISATION COURSES
Recruitment/ Selection	Yes, intensive & time consuming	No	Sometimes	Simple Process	Simple Process
Significant Whanau Involvement	Yes	No	Yes	Sometimes	No
Evaluation	Yes, Intensive	Anecdotal	Optional, Or Anecdotal	Anecdotal	Anecdotal
18 month follow-up by NWE	Yes	No - unless specifically requested.	Very little	Sometimes	Minimal
Meetings/Hui	Sometimes	Two per course	Many meetings Huis, training sessions.	Sometimes	No, or seldom
Approximate number of participants over a 12 month period	105 New participants. 120 members of Whanau etc. 150 individuals on intermittent follow-up.	80	45	50 (various catergories)	30

EXPENDITURE PROJECTION FOR NORTHLAND WILDERNESS EXPERIENCE

1989/1990 (Thousands of dollars)

	DELIVERY OF SERVICES TO CLIENT GROUPS					ADMIN.	COMMUNITY LIAISON & FUNDRAISING		RESEARCH EVALUATION & PROJECT DEVELOPMENT			
	Expedition & Follow-up	Community Courses	Training & Familiar.	Work Exp.	Community Develop.	Admin.	Community Liaison	Fund Raising	Data Collect.	Evalue Mtgs	Research & Devel.	TOTAL
Whangarei Staff Salaries	60	13	8	6.5	11	43	28	16	-	8.5	3.5	197.5
Researcher-	-	-	1.75	-	-	1.75	-	1.75	1.75	3.5	24.5	35.0
Other Expenditure	21	3.5	4	-	4	8.5	3.5	2	3	-	.5	50.0
Total	81	16.5	13.75	6.5	15	53.25	31.5	19.75	4.75	12 .	28.5	282.5

Total Exp. on Delivery of Services = 132.75

Total Admin. = 53.25

Total Community & Fundraising = 51.25

Total Research Development & Evaluation = 45.25

GRAND TOTAL: = 282.50

Appendix 2: NWE DESCRIPTION OF SERVICES TO CLIENT GROUPS

DESCRIPTION OF SERVICES TO CLIENT GROUPS
NORTHLAND WILDERNESS EXPERIENCE

It is possible (but not easy) to group our "client" services into five broad categories, as below:

1. Expeditions and Follow-up with Research and Evaluation;
2. Community Courses;
3. Community Development Programmes;
4. Leader Training and Work Experience Placements;
5. Familiarisation Courses.

A brief description of each category is below:

1. EXPEDITIONS AND FOLLOW-UP, WITH RESEARCH AND EVALUATION

The recruitment process begins with notifying all referral agencies of the next expedition. Referrals are made by Social Welfare, Justice, Schools, parents, the young people themselves and other social service and/or therapeutic agencies. Each person referred is contacted by a member of the Northland Wilderness Experience Community Team. The family is also contacted, as is the person who made the referral. If after a series of discussions the person is accepted, they are notified and interviewed for evaluation/research purposes.

On the first Monday of the 'expedition' all participants gather at Northland Wilderness Experience to pack food etc.. That evening a powhiri is held for expedition participants, members of their Whanau, Social Workers etc., and NWE staff. This brings all of these people into the Wilderness 'whanau'.

While the expedition is out one or more meetings are held for the participants Whanau (to form a support group).

Back-up for the expedition includes a 24 hour emergency call availability, transporting them to and from the expedition route, buying fresh food and doing a food-drop. Radio schedules are held by Amateur Radio Emergency Corp. volunteers.

Extensive evaluation is done of the expedition when they arrive back from the hills.

The Monday after the expedition returns there is a 'welcome home' evening for the participants, their Whanau, social workers etc. and NWE staff (and/or a powhiri brings them from the vans into the building as they return from the expedition during the last day). Follow-up days are held for the group for a few months - until numbers drop. Then participants can attend 'open-day' follow-up activities for another 15 or so months.

Six months after the expedition, participants complete a rigorous evaluation/research interview.

The follow-up system also includes one or more of the following:-

- referral to a training scheme, culture group or a treatment agency;
- continuing dialogue between the referral agent and NWE;
- an annual 6-day snow trip and kayak camp;
- a welcome and a 'cuppa' for participants and their Whanau who call in;
- counselling for those who want it including crisis intervention;
- casual phone contact and street meetings with participants and Whanau;
- training of a few ex participants to be observers then contract leaders;
- posting a newsletter to all participants who addresses are still current;
- special events such as evening functions 'rages'.

Follow-up is complex and varies from group to group, individual to individual and family to family. It also changes over time as the basic NWE programme changes.

2. COMMUNITY COURSES

A typical group would be an ACCESS life skills course of 10-12 participants and an ACCESS tutor.

A meeting is held with the group prior to running an activity to negotiate a contract.

For single-day activities the group is met on site, the activity carried out (e.g. rock-climbing/abseiling, kayaking, Canadian canoeing etc.) then the group departs. A debriefing is held a few days later.
For single or multiple-night camps the whole 'wilderness' style of having duty-rosters, evening Korero etc. is used. Often a two-day 'mini' expedition is included in the programme along with Kayaking etc.

The key differences between 'community courses' and the core programme expeditions are:-

- expeditions include participants whose behaviour makes them unsuitable to attend ACCESS courses, participants on community courses are often less 'hard core';

- recruiting for expeditions is done from individual referrals from a wide range of agencies. Community courses come 'ready-made' from one agency - hence a minimal recruitment/selection effort required;

- Whanau, social workers etc. are an essential part of the process of running and following on from expeditions. Community courses have minimal involvement from persons other than straight participants;

- a wide range of follow-up activities and opportunities are available from NWE to expedition participants and their Whanau and supporters. The follow-up for the community courses is left entirely to the agency from which they originate;

- participants on expeditions complete a number of hours of evaluation/research interviews. Only anecdotal evaluation is done on community courses.

3. COMMUNITY DEVELOPMENT PROGRAMMES

These courses result from a small rural community requesting help from us for Whanau/hapu development.

Our goal is to work with the community so that when we have finished, that community is capable of running its own 'wilderness' type courses using its own resources.

This process takes at least one year and involves many meetings, hui, phone calls etc. in addition to the work of running a normal expedition. Follow-up is organised by the community and supported by NWE. Full evaluation of such a programme would require massive resources. Often a request for assistance from a small community will result in less substantial help, such as taking referrals from that community or taking a work experience placing of a leader from that community or doing training for their leaders/tutors.

4. LEADER TRAINING AND WORK EXPERIENCE PLACEMENTS

Leader training occurs in many forms; in 5-day intensive outdoor based contract leaders courses; 2-day 'Tackling Tough Groups' courses; placement of trainees as 'observers' on expeditions and/or around the WE headquarters (we have approximately 80 days of work experience placements for Northland Polytechnic Nursing Students per year).

Many of our 'trainees' come from small rural areas and so our training effort with them could easily be classified as community development.

Over the life time of the project we have helped to train people from throughout New Zealand; outdoor leaders, social workers and ACCESS tutors. The main emphasis of all our training is how to work constructively with people, and not necessarily just using the outdoors. The skills are transferrable across the board.

5. FAMILIARISATION COURSES

These are normally two-day courses involving an overnight stay. They are a very severely condensed version of an expedition, and include a significant amount of discussion interspersed with outdoor activities. Their main purpose is to make referral agents aware of how we operate so that they can be effective with their referrals.

Appendix 3

PERSONAL BACKGROUND QUESTIONNAIRE

Before you come into our Wilderness Program we need to ask you about what you do, what you would like to do or be and what you think and feel about certain things. We also need to ask a similar but shorter set of questions at the end of the practical course, then again after six months time. We need your answers to help us decide whether or not we are doing a good job. Doing a good job will mean that we are really being able to help young people like yourself.

There are no right or wrong answers. Every person is different and the answers you give may be very different to another persons.

We realise that many of the questions are very personal and private and you may not want to give an answer. When this happens it is important to let us know that you just don't want to answer the question rather than putting a false answer down. We are only going to be able to sort out if we are really helping young people, like yourself, if the answers are complete and honest.

ALSO REMEMBER THAT WHAT YOU TELL US IS KEPT COMPLETELY SECRET.
We keep all this information just for Northland Wilderness.

For Northland Wilderness staff to complete:

Expedition No. _____
Subject No. _____
Questionnaire No. _____
Leader 1. _____
Leader 2. _____

Reason for Referral:..... _____

.....

For participants to complete:

Family Name :.....

First Name :.....

How old are you ?..... _____

Are you (just tick the right answer)

1. Male ( )
2. Female. ( ) _____

Where do you live now ? (tick the right answer) _____

1. In Whangarei ( )
2. Outside Whangarei ( )

Please write down what area you live in

_____ _____

Who suggested that you should come onto the Wilderness Experience Program? _____

1. Nobody, you thought it was a good idea so came along ( )
2. Friends, family or other relatives ( )
3. Another person who has already been on our course ( )
4. Child & Family service ( )
5. Alcohol & Drug service ( )
6. Your doctor or local hospital ( )
7. The probation/justice service ( )
8. Social Welfare ( )
9. Your school ( )
10. Northland Polytechnic ( )
11. WYSC or Youth Centre ( )
12. Wilderness staff ( )
13. ACCESS course tutors ( )

If somebody else suggested you come, why did they think it would be a good idea for you to come along to Wilderness ?

_____

_____

Why do you want to come onto the program ?

1. Friends have said it's a good thing ( )
2. You have been sent along by somebody else ( )
3. You're bored ( )
4. You want to learn some new things ( )
5. For some other reason ( )
   (please write down what it is)

_____

_____

What do you expect to get out of the course ?

_____

_____

How well do you think you'll do on the course ?

1. Very well ( )
2. Moderately well : O.K. ( )
3. Not very well ( )

Your racial and cultural background

How would you describe your racial background ?

1. European or Pakeha ( )
2. Maori ( )
3. Other (please specify)_____( )

If asked about your racial/cultural background, how do you identify yourself (e.g. "Kiwi", "New Zealander", "Maori", "English", "Samoan", etc.) ?

1. As a "Kiwi" ( )
2. As a "New Zealander" ( )
3. As a "Maori" ( )
4. Other (please specify)_____( )

If you are Maori, what tribe do you belong to ? ___

1. Te Aupouri ( )
2. Te Rarawa ( )
3. Ngapuhi ( )
4. Ngati Whatua ( )
5. You are not sure or don't know ( )
6. other (please specify)_____ ( )

te reo Maori

Do you speak te reo Maori ? ___

1. only a few words ( )
2. you understand but can't speak ( )
3. you can speak in sentences ( )
4. you can speak well ( )

Is te reo Maori spoken at home ? ___

1. not at all ( )
2. a little ( )
3. sometimes ( )
4. quite often ( )
5. usually ( )

How important is Maori language culture to your family ? ___

1. very important ( )
2. quite important ( )
3. not very important ( )

How important to you is te reo Maori and Maori culture ? ___

1. very important ( )
2. quite important ( )
3. not very important ( )

Your family

What type of family do you live in now? ____

1. With both parents ( )
2. With mother ( )
3. With mother and step-father ( )
4. Father ( )
5. Father and step-mother ( )
6. Grandparents or other relatives ( )
7. Foster or adopted parents ( )
8. In an institution, like a Social Welfare home ( )
9. None, you live on your own or with flatmates ( )
10. None, you have your own family - husband/wife or live in a de-facto relationship and/or have children ( )

How long have you been in this type of family ? ___

1. All your life ( )
2. For some years ( )
3. For just a short time ( )
4. Other (please specify)_____( )

How happy are you with this arrangement ? ___

1. Very happy ( )
2. Mostly happy ( )
3. Sometimes happy/sometimes not ( )
4. Mostly unhappy ( )
5. Not at all happy ( )

What type of family have you lived in for most of your life ? ____

1. With both parents ( )
2. With mother ( )
3. With mother and step-father ( )
4. Father ( )
5. Father and step-mother ( )
6. Grandparents or other relatives ( )
7. Foster or adopted parents ( )
8. In an institution, like a Social Welfare home ( )
9. None, you live on your own or with flatmates ( )
10. None, you have your own family - husband/wife or live in a de-facto relationship and/or have children ( )

How happy were you with this arrangement ? ___

1. Very happy ( )
2. Mostly happy ( )
3. Sometimes happy/sometimes not ( )
4. Mostly unhappy ( )
5. Not at all happy ( )

Have you had many changes in the type of family you have lived in the last years ? ___

1. No ( )
2. Some ( )
3. Lots ( )

If you have had changes in your family structure, have they bothered you? ___

1. Yes ( )
2. No ( )

How close are the relationships you have with your parents (or those people who have acted most as parents in your life)? ___

1. very close ( )
2. sometimes close ( )
3. not close ( )
4. close to father ( )
5. close to mother ( )
6. other (please specify)_____ ( )

How many brothers and sisters do you have? _____

How many are half-brothers and half-sisters? _____

Where abouts are you in the family _____

1. first ( )
2. second ( )
3. third ( )
4. fourth ( )
5. fifth ( )
6. sixth ( )
7. other (please specify)_____ ( )

How close are your relationships with your brothers and sisters ___

1. very close ( )
2. sometimes close ( )
3. not close ( )
4. close to some ( )
5. other (please specify)_____ ( )

Overall, how happy are you with the support you get from your family? ___

1. very happy ( )
2. mostly happy ( )
3. sometimes happy/sometimes not ( )
4. mostly unhappy ( )
5. not at all happy ( )

When you hit problems within your family do you feel they are a result of ___

1. the situation you've been in ( )
2. the type of person you are (which includes the feelings, personality that you have) ( )

If you are still at school

What class are you in ? _____ ___

How happy do you feel at school ? ___

1. very happy ( )
2. mostly happy ( )
3. sometimes happy/sometimes not ( )
4. mostly unhappy ( )
5. very unhappy ( )

What would have to change for you to be happier ? ___

_____

_____

What will be the main reason for you leaving school ? ___

1. your friends will have left ( )
2. so you can get a job ( )
3. because you don't like school ( )
4. your parents want you to leave ( )
5. you can go on the dole ( )
6. you can help support your family ( )
7. other (please specify)_____( )

If you have left school

What class were you in when you left ? _____ ___

How old were you when you left ? _____ _____

How happy were you at school ? ___

1. very happy ( )
2. mostly happy ( )
3. sometimes happy/sometimes not ( )
4. mostly unhappy ( )
5. very unhappy ( )

What needed to change for you to stay there longer ? ___

_____

_____

_____

What was the main reason for your leaving school ? ___

1. your friends had left ( )
2. so you could get a job ( )
3. you didn't like school ( )
4. your parents wanted you to leave ( )
5. so you could go on the dole ( )
6. so you could help support the family ( )
7. other (please specify)_____( )

Now that you have left school are you ___

1. In full time study ( )
2. Unemployed (15 years and younger) ( )
3. Unemployed (16 years and over) ( )
4. In a casual job ( )
5. In a Department of Labour training scheme ( )
6. In a permanent job ( )
7. A house husband/wife ( )
8. On sickness benefit ( )
9. Under social welfare ( )

How happy are you with this position ? ___

1. very happy ( )
2. mostly happy ( )
3. sometimes happy/sometimes not ( )
4. mostly unhappy ( )
5. very unhappy ( )

What sort of work would you like to do ? ___

_____

_____

What sort of training do you want for this type of work ? ___

_____

_____

Are you receiving the unemployment benefit ? ___

1. Yes ( )
2. No ( )

Are you registered as a job-seeker with the Department of Labour? ___

1. yes ( )
2. no ( )

Have employment problems you've had been the result of ___

1. the situation you've been in ( )
2. the type of person you are ( )

Your drinking and drug taking

What drugs have you used recently ?

0. You don't use any drugs ( ) ___
1. Alcohol (Beer, Wine or Spirits) ( ) ___
2. Marijuana (Dope, Grass) ( ) ___
3. Solvents ( ) ___
4. Other types of drugs like (please fill in) ( ) ___

_____

_____

Have you been in trouble because of your drinking ? ___

1. yes ( )
2. no ( )

If "yes" can you please describe the trouble ___

_____

_____

How frequently have you been drinking in the last month ? ___

0. You haven't been drinking in the last month ( )
1. less than once per week ( )
2. once per week ( )
3. several times per week ( )
4. once daily ( )
5. two or three times daily ( )

What do you normally drink ? ___

1. beer ( )
2. wine ( )
3. spirits ( )

How much alcohol would you normally drink in one session ? _____

If someone you knew had a drinking problem, how would you know ? What would be the signs ? _____

Do you feel you have a drinking problem ? _

1. Yes ( )
2. No ( )

Do others feel you have a drinking problem ? _

1. yes ( )
2. no ( )

Have you been in trouble with your drug taking ? _

1. yes ( )
2. no ( )

If "yes", can you please describe the trouble _

How frequently have you used drugs (other than alcohol) in the last month ? _

0. you haven't used drugs in the last month ( )
1. less than once per week ( )
2. once per week ( )
3. several times per week ( )
4. once daily ( )
5. two or three times daily..or more ( )

Do you feel you have a drug problem ? _

1. yes ( )
2. no ( )

If "no", do others think you have a drug problem ? ___

1. yes ( )
2. no ( )

Have the problems you've had as a result of drinking or drugs been due to ___

1. the situation you've been in, or ( )
2. the type of person you are (which includes the feelings or the type of personality you have) ( )

Overall, how happy are you with your drug and alcohol use ? ___

1. very happy ( )
2. mostly happy ( )
3. sometimes happy/sometimes not ( )
4. mostly unhappy ( )
5. very unhappy ( )

Have drugs or alcohol been a problem in your family ? ___

1. yes ( )
2. no ( )

Brushes with the Law

Have you been in trouble with the Police ? ___

1. yes ( )
2. no ( )

Has this trouble occured in the last six months ? ___

1. yes ( )
2. no, before that ( )
3. you haven't been in any trouble ( )

If "yes", what sort of trouble have you been in ? ___

_____

_____

_____

Have you been sentenced (for instance, to probation, periodic detention, fines) for the trouble you've been in in the last six months ? ___

1. you haven't been in any trouble ( )
2. you've been in trouble but not sentenced ( )
3. you've been sentenced to_____( )

_____

_____

Why do you think you break the law ? ___

1. others do it ( )
2. short of money, unemployed ( )
3. enjoy it, for a buzz ( )
4. you don't like the law ( )
5. you were drinking or on drugs ( )
6. you were bored, needed to try it out ( )
7. other (please specify).....( )

Do you think your problems with the law have been the result of ___

1. the situation you've been in ( )
2. the type of person you are ( )

Overall, how happy are you about yourself in this area ? ___

1. very happy ( )
2. mostly happy ( )
3. sometimes happy/sometimes not ( )
4. mostly unhappy ( )
5. very unhappy ( )

Do you expect to stay out of trouble with the police/law in the future? ___

1. yes ( )
2. no ( )
3. don't know ( )

Looking five years ahead, what do you think you'll be doing ? ___

_____

_____

Thank you from Northland Wilderness staff!

Appendix 3b

PERSONAL BACKGROUND QUESTIONNAIRE

GENERAL INFORMATION

Before you come into our Wilderness Program we need to ask you about what you are interested in, what you do, what you would like to be or would like to do, and what you think about certain things. We will also need to ask a similar set of questions at the end of the practical course, then maybe also at 6 months and at the end of the program in 2 years time. We need your answers as well as those of the others participating in our program to help us decide in the future as to whether we are doing a good job or not.

We realise that many of the questions are very personal and private. Some questions may be painful for you, and we do apologise for any upset these may cause you. However, we do ask you to try to answer all of the questions. Please remember that only complete and honest answers will be of use in this study.

ALSO REMEMBER THAT YOUR NAME AND ADDRESS ARE KEPT COMPLETELY SECRET

Thank you very much

Your Wilderness Program

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PERSONAL BACKGROUND QUESTIONNAIRE Code Number

SECTION O : BASIC STATISTICS

1. Date Case Opened

2. Worker Responsible

3. Surname

Forename

4. Birth Date

5. Sex 1 Male 2 Female

6. Address:

7. Telephone

8. Client Status:.....

1. Outpatient client
2. Recovery House client
3. Spouse/relative/other
4. Other

9. Referall Source:.....

1. Self
2. Relatives
3. Other client
4. Child & Family Service
5. Alcohol & Drug Service
6. G.P./Hospital
7. Probation/Justice
8. Social Welfare
9. School System
10. Church
11. Employer
12. Media
13. Media

10. First time in treatment for this client:.....

1. Yes (specify).....
2. No

11. Prior P S S A Contact.....:.....

1. Yes
2. No
3. Unknown

SECTION 1: YOUR ORIGINS, RACE, CULTURAL BACKGROUND

A: 1. Country of Birth:.....

1. New Zealand
2. Australia
3. U.K./Ireland
4. Continental Europe
5. North America
6. Asia
7. Pacific Island
8. Other (specify)
9. Missing data

2. Where do you live now? (town, city, etc).....

3. If you were born overseas, how long have you lived in New Zealand?.....

1. less than 1 year
2. 1-4 years
3. 5-9 years
4. 10-14 years
5. 15-19 years
6. 20 or more years
9. Missing data

B: How would you best describe your ethnical/racial background. (Use fractions to indicate mixed-race origins:).....

1. European
2. N.Z. Maori or descendant
3. Cook Islander
4. Niuean
5. Samoan
6. Chinese
7. Indian
8. Other
9. Missing data

C: If asked about your national/racial/cultural background, how do you identify yourself? (ex "Kiwi", "NZer", "Maori", "English", "European", "Samoan", etc). Please write the words which best describe your most prominent image of yourself
.....

D: 1. Do you belong to a church?.....

1. Yes
2. No

2. What church do you belong to?.....

1. Presbyteria
2. Anglican
3. Catholic
4. Methodist
5. Baptist
6. Other Christian
7. Other non Christian
8. No specific affiliation
9. Unknown

SECTION 2: YOUR FAMILY DETAILS

A: 1. How many brothers & sister do you have?.....

Where abouts are you in the family?.....

2. How close are your relationships with your brothers and sisters?

1. Very close
2. Sometimes close
3. Not close
4. Close to some
5. Other

Comments:.....
.....
.....

B: 1. Are both your parents alive?

Mother? 1. Yes 2. No.....

Father? 1. Yes 2. No.....

Comments:.....
.....
.....

2. Do your parents live together?.....

1. Yes 2. No

If "no", can you please explain.....
.....
.....

3. How close are your relationships with your parents?.....

1. Very close
2. Sometimes close
3. Not close
4. Close to one only
5. Other

Comments:.....
.....
.....

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C: How close are your relationships with your uncles, aunts, cousins and other relatives?.....

1. Very close
2. Sometimes close
3. Not close
4. Close to some
5. Other

Comments:.....

.....

.....

D: Overall, how satisfied do you feel with the emotional support within your family system?.....
(Use scale at bottom of page) *

E: 1. Are you single or married?.....

If single a. do you have a "steady partner"
or b. were you married and are now separated or divorced

1. Single
2. Married
3. Steady
4. Separated
5. Divorced
6. De facto
7. Other

2. Are you a parent?.....

1. Yes
2. No

If 'yes", how many children do you have?.....

3. How satisfied do you feel with your present partnership/marriage?.
(Use scale at bottom of page) *

F: When you hit problems within your family or with your partner, to extent do you feel the problems have been due to.....

1. The situation you've been in
2. The type of person you are (i.e. the feelings you have or type of personality you have).

*SCALE: 1 very satisfied | 2 mostly satisfied | 3 sometimes satisfied sometimes not | 4 mostly not satisfied | 5 not at all satisfied

SECTION 3: PEER RELATIONS

A: 1. How many good friends to you have?.....

2. How close are your relationships with your friends?.....

1. very close
2. sometimes close
3. close to some
4. other

B: 1. What makes a person a close friend of yours?.....

.....

.....

.....

2. Which of the following statements describe your close friends best?

They are people who:
1. I can be myself with
2. Accept me as I am
3. I can share my problems with
4. I can spend most of my time with
5. Are there when I need them
6. I have most of my fun with

3. Are there ways you would describe your closest friend(s) that we have missed out?

1. Yes 2. No

If "yes", please specify.....

.....

.....

C: 1. How often would you see your best friend(s)?.....

1. daily
2. about 3 times a week
3. weekly
4. monthly
5. other.....

2. How satisfied do you feel with your present network of friends?...
(Use scale at bottom of page) *

3. If you're not satisfied, or completely satisfied, do you know what can be done to improve the situation?.....

1. Yes (Specify).....
2. No

Are these things that you can personally do something about?.....

1. Yes 2. No

*SCALE 1 very sati | 2 mostly sa ed | 3 sometimes sati? | 4 mostly t | 5 not at all sati

SECTION 4: YOUR ACCOMMODATION

A: Do you live alone or with others?.....

1. alone
2. others

B: 1. Where do you live for most of the year?.....

1. Family Home/Flat
2. Own Home
3. Rented Home/Flat
4. Hostel
5. Boarding House
6. Private Board
7. No fixed abode
8. Other

2. Where are you living presently?.....
(Same code as above)

3. How satisfied do you feel with this arrangement?.....
(Use scale below) *

SECTION 5: YOUR EDUCATION

A: 1. If you are still at school, what class are you in?.....

2. If you have left school,

1. What class were you in when you left?.....

2. How old were you when you left school?.....

3. Have you been involved in any further study?.....

1. Yes
2. No

4. If "yes", please explain.....

.....

.....

3. How satisfied do you feel with your present education level?.....
(Use scale below) *

*SCALE: 1 very satisfied | 2 mostly satisfied | 3 sometimes satisfied sometimes not | 4 mostly not satisfied | 5 not at all satisfied

SECTION 6: YOUR OCCUPATION

A: Please describe your present job situation.....

1. Full time study
2. House husband/House wife - If "yes" please answer 6B
3. Unemployed - If "yes" please answer 6C
4. Casual job - If "yes" please answer 6D
5. Dept of Labour subsidized job? - If "yes", please answer Section 6D
6. Permanent job - If "yes", please answer 6E

B: If house husband/house wife, please answer the following:

1. Are you registered as a domestic purpose beneficiary?.....

1. Yes
2. No

If "no", please explain how you received an income.....

.....

.....

2. How satisfied do you feel about your present house husband/house wife position?.....
(Use scale below) *

C: If unemployed, please indicate which of the following apply to you.

1. Are you a school-leaver, job-seeker?.....

1. Yes
2. No

If "yes" for how long (answer in months).....

2. Are you registered as a job-seeker with the Dept of Labour?.....

1. Yes
2. No

If "yes", for how long? (answer in months).....

3. How satisfied do you feel about your present unemployed position?.....
(Use scale below) *

If "unsatisfied", can you please explain why?.....

.....

.....

*SCALE: 1 very satisfied | 2 mostly satisfied | 3 sometimes satisfied sometimes not | 4 mostly not satisfied | 5 not at all satisfied

C: 4. Are you looking for a permanent job?.....

1. Yes
2. No

If "yes", please go on to Section 6F, otherwise go to Section 7.

D: If in a casual or subsidised job, please answer the following:

1. Please describe your job.....

.....

2. How long you have had this job? (months).....

What is your income? ($ per week).....

3. Do you have any special responsibility? (Supervision, charge hand, etc).....

1. Yes
2. No

4. How long do you expect this job to last? (months).....

5. How satisfied do you feel about your present employed position?... (Use scale below) *

If "unsatisfied", can you please explain why?.....

.....

.....

6. Are you looking for a permanent job?.....

1. Yes
2. No

If "yes", please go to Section 6F, otherwise go to Section 7.

E: If you have a permanent job, please answer the following:

1. Please describe your job.....

.....

.....

*SCALE: 1 very satisfied; 2 mostly satisfied; 3 sometimes satisfied sometimes not; 4 mostly not satisfied; 5 not at all satisfied

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E: 2. How long have you had this job? (months).....

3. Do you have any special responsibilities? (Supervisor, charge hand, etc), please describe:

.....

.....

4. What is your present income? ($ per week).....

Is this a fair wage for the job you do?.....

1. Yes
2. No

5. How satisfied do you feel with your present occupation and income? (Use scale below) *.....

6. Are you looking to change to a job you'd rather have?.....

1. Yes
2. No

If "yes", please go on to Section 6F, otherwise go to Section 7.

F: 1. How many jobs have you applied for?.....

2. Are you looking for a particular type of job?.....

1. Yes
2. No

If "yes", what is it?.....

.....

.....

a. Do you have the skills training qualifications to do that job?.

1. Yes
2. No

i) If "no", are you undertaking suitable training at present?.....

1. Yes
2. No

If "yes", what is it?.....

.....

.....

*SCALE: 1 very satisfied; 2 mostly satisfied; 3 sometimes satisfied sometimes not; 4 mostly not satisfied; 5 not at all satisfied

F: or, ii) Are you prepared to undertake training for the job you'd prefer.....

1. Yes
2. No

b. If a vacancy occurred, is there likely to be a lot of competition for the job you are seeking?.....

1. Yes
2. No

i) How do you rate your chances of getting the job?.....

1. Good
2. 50-50
3. Bad
4. Other

ii) What factors do you think you have in your favour to get this job?.....

.....

.....

G: Have employment problems you've had been the result of.....

1. The situation you've been in
2. The type of person you are (ie the feelings you have or the type of personality you have)

SECTION 7: YOUR DRUG TAKING

A: 1. Are you on any drugs that are prescribed by a doctor?.....

1. Yes (Specify)..
2. No

2. What other drugs do you take at the moment?.....

0. None
1. Heroin
2. Non-Rx Methadone
3. Other opiates & Synthetics
4. Alcohol
5. Barbiturates
6. Other sedatives hypnotics
7. Amphetamines
8. Cocaine
9. Marijuana Hashish
10. Hallucinogens
11. Inhalents
12. Over-the-counter
13. Tranquilizers
14. Other
21. P C P

If alcohol main problem go to Section B, otherwise as following:

A: 3. How frequently were you using drugs in the last month?.....

0. No use during month prior to program beginning
1. Less than once per week
2. Once per week
3. Several times per week
4. Once daily
5. Two or three times daily
6. More than three times daily

4. Do you feel you have a drug problem?.....

1. Yes
2. No

a. If "yes" (i) In your estimate how severe is your drug problem?.....

1. Mild problem
2. Moderate problem
3. Severe problem
4. Very severe problem

ii) In your estimate how long has your drug taking been a problem?.....

1. under 6 months
2. 6-12 months
3. 1-2 years
4. over 2 years

iii) What is your expectation of coping successfully with your drug problem in the next months?.....

1. Don't expect to cope well
2. Will cope with help
3. Will cope with one or two problems
4. No problem in coping

b. If "no", do others feel you have a drug problem?.....

1. Yes
2. No

c. Interviewers assessment of drug problem at time of entering program :.....

1. Not a problem
2. Primary
3. Secondary
4. Tertiary

Go to Section 7D if client feels drug taking no problem and alcohol not used, otherwise answer the following:

5. Have you been in trouble because of your drug taking?.....

1. Yes
2. No

If "yes", can you please describe the trouble.....

.....

.....

B: 1. How frequently have you been drinking in the last month?.....

0. No use during month prior to program beginning
1. Less than one per pweek
2. Once per week
3. Several times per week
4. Once daily
5. Two or three times daily

2. When you do drink, how much would you normally consume?.....

1. Beer (bottles month).....

2. Wine (bottles month).....

3. Spirits (bottles month).....

3. Do you feel you have a drinking problem?.....

1. Yes
2. No

a. If "yes", (i) In your estimate how severe is your drinking problem?.....

1. Mild problem
2. Moderate problem
3. Severe problem
4. Very severe problem

(ii) In your estimate how long has your drinking been a problem?.....

1. Under 6 months
2. 6-12 months
3. 1-2 years
4. Over 2 years

(iii) What is your expectation of coping successfully with your drinking problem in the next months?..

1. Don't expect to cope well
2. Will cope with help
3. Will cope with one or two problems
4. No problems coping

B: 3. b. If "no', do others feel you have a drinking problem?.....

1. Yes
2. No

c. Interviewers assessment of the drinking problem at time of entering program.....

1. Not a problem
2. Primary
3. Secondary
4. Tertiary

(Go to Section 7D if client feels alcohol and drugs no problem, otherwise answer the following).

4. Have you been in trouble because of your drinking?.....

1. Yes
2. No

If "yes", can you please describe the trouble.....

.....

.....

C: Has your drug problem and/or your drinking problem been due to.....

1. The situation you've been in
2. The type of person you are (i.e. the feelings you have or the type of personality you have).

D: Overall, how satisfied do you feel about your drug and alcohol intake? (Use scale below)*.....

*SCALE 1	2	3	4	5
very satisfied	mostly satisfied	sometimes satisfied sometimes not	mostly not satisfied	not at all satisfied

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SECTION 8: POLICE AND LEGAL HISTORY

A: 1. Have you been in trouble with the Police?.....

1. Yes
2. No

When.....

2. Have you been to court over something you did?.....

1. Yes
2. No

When.....

3. Have you had any of the following sentences?

1. Fines? When?.....
2. Probation? When?.....
3. Community Care? When?.....
4. Reparation? When?.....
5. Supervision? When?.....
6. Community Service? When?.....
7. Periodic detention? When?.....
8. Imprisonment? When?.....
9. Other?.....

Note frequency of each sentence

4. I would like to ask you some questions about how much you have done things against the law. The answers to these would be, as with all other questions, completely secret (totally confidential). Under these circumstances how much information are you prepared to give me?.....

1. Nothing
2. Court convictions (coded as below)
3. The whole truth: as many things as you can remember including the ones that you were not caught for. These would be coded on our seriousness scale as you tell them so that there is no incriminating record of what you actually did.

5. Why do you think that you do/do not break the law?.....

.....

.....

.....

6. Do you think your problems with the law have been the result of...

1. The situation you've been in
2. The type of person you are (i.e. the feelings you have or the type of personality you have)?

7. Overall, how satisfied do you feel about yourself in this area?... (Use Scale below)*

8. Do you think you will break the law in the future?.....

1. Yes
2. No
3. Don't know

*SCALE: 1 very satisfied | 2 mostly satisfied | 3 sometimes satisfied sometimes not | 4 mostly not satisfied | 5 not at all satisfied

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Appendix 4: THE PARTICIPANT'S ASSESSMENT OF THE COURSE

For Northland Wilderness staff to complete:

Date: _____

Expedition No. _____
Subject No. _____
Questionnaire No. ____
Leader 1. ____
Leader 2. ____

For participants to complete:

Family Name :.....

First Name :.....

1. Overall, how well do you think you did on the Wilderness course? ___

1.	very well	( ) tick
2.	moderately well : O.K.	( ) the right
3.	not very well	( ) answer

2. Compared with how you felt about yourself before the course do you now feel? ___

1.	much better	( )
2.	better	( )
3.	about the same	( )
4.	worse	( )

3. How else has the course helped you to change? .....

.....

.....

4. Do you expect that what you've learnt on this course will help you in everyday life?

1. yes	( )
2. maybe	( )
3. no, not at all	( )
4. don't know	( )

5. The course activity that:

1. I got the biggest buzz from was.....
2. I hated most was .....
3. frightened me most was .....
4. I learned the most from was .....
5. made me feel really good about myself was .....
6. helped me most to feel part of the group was .....

   .....
7. helped me most to change for the better was.....

   .....

6. Overall, on most course activities I felt.....

1. I did about the same as everyone else	( )
2. I didn't do quite as well as the others	( )
3. I did better than the others	( )

7. Overall, the successes I experienced were because of:.....

1. myself	( )
2. the help and support of others in the group	( )
3. the help and support of group leaders	( )

8. Overall, the failures I experienced were because of:.....

1. myself ( )
2. the group - e.g. not pulling together and supporting me ( )
3. the group leaders - e.g. making mistakes, not supporting me ( )

9. Looking at the program as a whole:

1. the best thing about it was .....

.....

.....

2. the worst thing about it was .....

.....

.....

10. If I were in charge of the program the things I would do differently would be:

.....

.....

.....

.....

THANK YOU FROM NORTHLAND WILDERNESS STAFF

Appendix 5: PARTICIPANT'S ASSESSMENT OF THE GROUP LEADER

For Northland Wilderness staff to complete:

Date: _____

Expedition No. ____
Subject No. ____
Questionnaire No. ____
Leader 1. ____
Leader 2. ____

For participants to complete:

Family Name :.....

First Name :.....

1. Generally, throughout the course this group leader -

a) listened to you..... ___

1. Just the right amount ( )
2. Sometimes ( ) tick
3. Not enough ( ) one of
4. Not at all ( ) these

b) made you feel accepted ..... ___

1. Just the right amount ( )
2. Sometimes ( ) tick
3. Not enough ( ) one of
4. Not at all ( ) these

c) gave you attention when you needed it ..... ___

1. Just the right amount ( )
2. Sometimes ( ) tick
3. Not enough ( ) one of
4. Not at all ( ) these

d) Criticized you .....

1. Too much ( )
2. Just the right amount ( ) tick
3. Sometimes ( ) one of
4. Not enough ( ) these
5. Not at all ( )

e) Made you feel cared about .....

1. Just the right amount ( )
2. Sometimes ( )
3. Not enough ( )
4. Not at all ( )

f) Helped you become a happier/better person .....

1. Just the right amount ( )
2. Sometimes ( )
3. Not enough ( )
4. Not at all ( )

g) Showed you how to do things you couldn't do .....

1. Too much ( )
2. Just the right amount ( )
3. Sometimes ( )
4. Not enough ( )
5. Not at all ( )

h) Did things for you when you couldn't do them .....

1. Too much ( )
2. Just the right amount ( )
3. Sometimes ( )
4. Not enough ( )
5. Not at all ( )

i) Gave you instructions and advice .....

1. Too much ( )
2. Just the right amount ( )
3. Sometimes ( )
4. Not enough ( )
5. Not at all ( )

j) Persuaded you to do things when you felt you couldn't do them..

1. Too much ( )
2. Just the right amount ( )
3. Sometimes ( )
4. Not enough ( )
5. Not at all ( )

k) Forced you to do things against your will .....

1. Too much ( )
2. Just the right amount ( )
3. Sometimes ( )
4. Not enough ( )
5. Not at all ( )

l) Asked the group to help you when you had difficulty .....

1. Too much ( )
2. Just the right amount ( )
3. Sometimes ( )
4. Not enough ( )
5. Not at all ( )

m) Made you feel safe .....

1. Just the right amount ( )
2. Sometimes ( )
3. Not enough ( )
4. Not at all ( )

n) Made you feel you could respect him .....

1. Just the right amount ( )
2. Sometimes ( )
3. Not enough ( )
4. Not at all ( )

2. Did you feel good when you talked with this leader? .....

1. All the time ( )
2. Most of the time ( )
3. Sometimes ( )
4. Little of the time ( )
5. None of the time ( )

3. Overall, how happy are you with your relationship with this group leader? .....

1. Very happy ( )
2. Mostly happy ( )
3. Sometimes happy/sometimes not ( )
4. Mostly not happy ( )
5. Not at all happy ( )

4. Was your relationship with this group leader .....

   1. The same as for the rest of the group ( )
   2. Worse than the rest of the group ( )
   3. Better than the rest of the group ( )

5. When you had problems with this group leader, were they .....

   1. Your fault ( )
   2. His/her fault ( )
   3. Other ( )

6. If you had problems with this leader, what were they?.....

   1. .....

   2. .....

   3. .....

7. If you had problems, are there ways to improve, or change the situation between yourself and the group leader? .....

   1. Yes ( )
   2. No ( )
   3. Don't know ( )

8. If there are, are you able to do anything yourself to make these improvements/or changes? .....

   If yes, what? .....

   .....

   .....

9. Finally, what do you think this group leader still needs to learn?.....

   .....

   .....

   .....

THANK YOU FROM WILDERNESS STAFF

Appendix 6: THE WILDERNESS SELF-ESTEEM SCALE

THE WILDERNESS SELF-ESTEEM SCALE*

For staff to complete

Expedition No. _____
Subject No. _____
Questionnaire No. _____

For participants to complete:

Put a tick in the appropriate box to show how you feel about yourself

	Always false	Mostly false	Sometimes false & sometimes true	Mostly true	Always true	
1. I can do things as well as most people						—
2. I get very angry when I don't get the hang of a problem						—
3. I feel useless when I try to solve problems						—
4. I feel really good about other people						—
5. Most of my problems are because of the sort of person I am						—
6. I have no energy to cope with the troubles in my life						—
7. I know I can solve practical problems if I try hard enough						—
8. I hate it when I don't have control over what's happening to me						—
9. I give up easily when trying to do difficult problems						—
10. Most of my good times I have brought about						—
11. I get really angry when other people decide what happens in my life						—
12. When I get into trouble it is because of my feelings						—

For participants to complete:

Put a tick in the appropriate box to show how you feel about yourself

	Always false	Mostly false	Sometimes false & sometimes true	Mostly true	Always true	
13. I succeed at difficult problems because of my own effort						
14. I feel really depressed and helpless when other people decide what happens in my life						
15. I haven't got much to feel good about						
16. I like tackling problems						
17. I achieve things aggressively						
18. Other people control what happens in my life						
19. I feel I am a valuable person						
20. I get beaten by problems no matter how hard I try						
21. Most of my good times depend on someone else						
22. I feel really good about myself						
23. Most of my problems are caused by the situation I am in						
24. I hate tackling problems						

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THE SELF-ESTEEM QUESTIONNAIRE

Col:1-11

For Northland Wilderness staff to complete:

Date: _____

Expedition No. _____
Subject No. _____
Questionnaire No. _____

For participants to complete:

Family Name :.....

First Name :.....

(1) I like tackling problems ___

(2) Good luck seems to get me through most difficult times ___

(4) I get very angry when I don't get the hang of a problem ___

(5) I haven't got much to feel good about ___

(6) I feel helpless when I try to solve problems ___

(8) Most of my problems are caused by the situation I am in ___

(9) I get really angry when other people decide what happens in my life ___

(14) Most of the good times in my life I have brought about ___

(15) Other people decide whether I get ahead with my life ___

(17) When I get into trouble it's because of my feelings ___

(19) I use other people to get what I want ___

(20) I succeed at difficult problems because of my own effort ___

(21) Other people control what happens in my life ___

(23) I feel really depressed and helpless when other people decide what happens in my life ___

(24) I feel really good about myself ___

Responses :	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

(25) When I fail it is because of someone else's interference ___

26) I give up easily when trying to do difficult problems ___

(30) Most of my good times depend on someone else ___

31) I get beaten by problems no matter how hard I try ___

'33) I feel really good about other people ___

(36) I feel really in control of my life ___

:37) I am a failure ___

(41) I hate tackling problems ___

:42) I achieve things aggressively ___

:45) I depend on other people to help me through difficult situations ___

(48) Most of my problems are because of the sort of person I am ___

(49) I can do things as well as most people ___

(50) I get angry with others who interfere with my getting on in life ___

(51) I have no energy to cope with the troubles in my life ___

:55) I know I can solve practical problems if I try hard enough ___

(56) I don't have many good qualities ___

(57) I hate it when I don't have control over what's happening to me ___

(58) I don't like to be beaten by a problem ___

(60) I feel I am a valuable person ___

(63) I have to try really hard before I succeed at anything ___

Responses :	Completely false	Mostly false	Partly false and partly true	Mostly true	Completely true
	1	2	3	4	5

COMMENTS FROM INTERVIEWER :.....

.....

Appendix 7: THE FOLLOW-UP QUESTIONNAIRE

THE "FOLLOW-UP" QUESTIONNAIRE

Col:1-11

For Northland Wilderness staff to complete:

Date: _____

Expedition No. _____
Subject No. _____
Questionnaire No. _____
Leader 1. _____
Leader 2. _____

For participants to complete:

Family Name :.....

First Name :.....

Col:12-21

Section 1 : Thoughts and feelings about the Wilderness Program

1. Looking back on it now, how well do you think you did on the Wilderness course? ___

1. very well ( )
2. moderately well : O.K. ( )
3. not very well ( )

2. How do you feel about yourself now compared with how you felt about yourself before the course? ___

1. much better ( )
2. better ( )
3. about the same ( )
4. worse ( )

3. How has the course helped you to change? ___

.....

.....

4. Has what you've learnt on this course helped you in everyday life? ___

1. yes, quite a bit ( )
2. a little ( )
3. no, not at all ( )
4. don't know ( )

Appendix 8: A BRIEF REPORT OF FINDINGS FROM NORTHLAND WILDERNESS EXPERIENCE

Col:53-54

2. Have you been sentenced (for instance, to probation, periodic detention, fines) for the trouble you've been in since the Wilderness Course? ___

1. You haven't been in any trouble ( )
2. You've been in trouble but not sentenced ( )
3. You've been sentenced to.....

.....

3. Do you think you'll break the law in the future? ___

1. Yes ( )
2. No ( )
3. Don't know ( )

Any other comments about Northland Wilderness Experience that you would like to make ___

.....

.....

Thank you for answering this questionnaire

Col:45-51

Section 4 : Your drinking and drug use

1. Since you came on the Wilderness expedition are you smoking

a. dope .....1. more ( )
2. less or stopped ( )
3. the same, or you have ( )
4. never smoked dope ( )

b. cigarettes.....1. more ( )
2. less or stopped ( )
3. the same, or you have ( )
4. never smoked cigarettes ( )

2. Since you came on the Wilderness expedition are you drinking alcohol (beer,wine or spirits)

1. more ( )
2. less or stopped ( )
3. the same, or you have ( )
4. never drunk alcohol ( )

3. Since being in the Wilderness Program have you been in trouble with your drinking or drug taking?

1. Yes ( )
2. No ( )

If "yes", can you describe the trouble

.....

.....

Section 5 : Brushes with the law

1. Since being in the Wilderness Course have you been in trouble with the Police?

1. Yes ( )
2. No ( )

If "yes", what sort of trouble have you been in?

.....

.....

6. Since coming on the Wilderness Program how have you felt about your job situation? ___

1. Better ( )
2. Worse ( )
3. About the same ( )

Col:34-44

7. Answer the following questions only if you are unemployed

1. Are you looking for a job? ___

1. Yes ( )
2. No ( )

2. Are you registered as a job-seeker with the Department of Labour? ___

1. Yes ( )
2. No ( )

If "yes", for how long (answer in months)?..... ___

3. How many jobs have you applied for?..... ___

4. What have you got going for you to help you get a job? ___

.....

.....

5. Do you want more training for the job you want? ___

1. Yes ( )
2. No ( )

If "yes", what sort?..... ___

.....

6. Have employment problems you've had been the result of ___

1. The situation you've been in ( )
2. The type of person you are ( )

6. Since you came to Wilderness have things between you and your friends been

1. Better ( )
2. Worse ( )
3. About the same ( )

Col:28-33

Section 3 : Unemployment and Employment

1. What best describes your present situation?

1. Full time study ( )
2. Unemployed (15 years and younger) ( )
3. Unemployed (16 years and over) ( )
4. Casual job ( )
5. Dept of Labour training scheme ( )
6. Permanent job ( )
7. House husband/Housewife ( )
8. Sickness Benefit ( )
9. Under social welfare ( )

2. How happy are you with this situation?

1. very happy ( )
2. mostly happy ( )
3. sometimes happy, sometimes not ( )
4. mostly unhappy ( )
5. not at all happy ( )

3. If "unhappy", can you explain why ?

.....

.....

4. Have things changed for you job-wise since you came on the Wilderness Program?

1. Yes ( )
2. No ( )

5. If "yes", what changes have taken place

.....

.....

5. Looking at the program as a whole with expedition and follow-up:

   1. the best thing about it was .....

   .....

   2. the worst thing about it was .....

   .....

Col:22-27

Section 2 : Family and Friends

1. Have there been any changes between you and your family since you came on the Wilderness Expedition?

   1. Yes ( )
   2. No ( )

2. If "yes", what changes have occurred?.....

   .....

   .....

3. Since you came to Wilderness have things between you and your family been

   1. Better ( )
   2. Worse ( )
   3. About the same ( )

4. Have there been any changes between you and your friends since you came on the Wilderness Expedition?

   1. Yes ( )
   2. No ( )

5. If "yes", what changes have occurred?.....

   .....

   .....

A BRIEF REPORT ON NORTHLAND WILDERNESS EXPERIENCE

Northland has one of the highest youth unemployment figures in New Zealand. The consequent problems of adolescents dropping out from "normal" society and embracing alternative "at-risk" lifestyles have been of considerable concern both to the residents of the Northland region and to the Government. The types of behaviour that characterize these "at-risk" lifestyles include the abuse of alcohol, drugs and solvents, vandalism, criminal activities, homelessness, dysfunctional families and so on.

In 1985, Northland Wilderness Experience (NWE) was established as a non-profit making outdoor therapeutic program. The underlying principle of NWE was to provide troubled young people with the opportunity to make positive changes and help them take control of their lives without the use of "at-risk" type behaviours.

Many of the behaviours taken on by "at-risk" adolescents are highly functional for their survival. The behaviours are a means of coping with the tasks of the adolescent developmental phase (such as obtaining a viable education and subsequent employment) which many young people experience as unobtainable. The perception of unobtainability can result in young people resorting to illegal activities when they fail to succeed at the tasks of the adolescent phase using legal or socially acceptable means.

The effectiveness with which adolescents cope is determined by the success they have had in the past in mastering events and the modelling they have received from significant people in their lives. In fact, mastery, or the obtaining of success experiences, is one of the most important factors in the development of a young person's self-confidence or self-esteem.

While there are many techniques that can be used to instil success experiences in young people "at-risk", the theoretical basis for the use of an outdoor program as an effective technique is documented here as an expansion of the seminal work by Bandura (1977) and others. In essence, a person who is confronted by a series of challenges and masters them by actual participation, has their self-esteem strongly enhanced. Challenges can include physical, mental and social tasks, as long as the level of successful participation is high. However, the more challenging the task is, the greater will be the increase in self-esteem, so an outdoor expedition, being rich in (apparently) high risk tasks (especially physical and social interaction tasks) can be particularly effective. The most important aspect of this theoretical work, however, is the fact that the acquisition of self-esteem from these activities is transferable to other aspects of a person's life. In other words, success experiences in a controlled situation are believed to positively benefit a person in their ability to cope with their relationships, their employment prospects, their dependence on external agencies (such as alcohol and other drugs).

To estimate the effectiveness of the NWE program, it was important to initially assess the participants with respect to their current employment status, their alcohol and drug use, their criminal activity, their family situation, their levels of self-esteem and many other demographic measures. Assessments were carried out prior to the course, directly after the course (which was initally 6 weeks but quickly changed to a 10 day module) and six months after the completion of the course.

By the end of Nov 1989, 280 young people had worked through 32 expeditions run by NWE. However, the program has been in a process of continual development and this has meant that evaluation questionnaires have been revised so that some questions have been responded to by only some groups of participants. Additionally, not all participants chose to answer all questions so that, at the time of this report, data was available on sub-sets of 247 of these participants.

The Participants:

Of the young people who have attended the courses:

-most fall within the age range 14-22 years with an average of 16 years (N=233)

-the ratio of Maori to Pakeha clients is about 2 to 1
60% are Maori and 27% Pakeha (N=238)

-the overall ratio of young men to young women is 2 to 1.
However, in the last 18 months, there have been almost equal numbers of young men and women participating in the program (N=238).

Referrals: earlier in the program young people (N=143) were referred to through Social Welfare (21%) or one of the "skills" programs, such as STEPS and ACCESS (18%). However, in the last 18 months many (from N=94) have been referred through schools (23%), friends and family (18%) and the Justice Department (13%) and close to half were of legal school age.

Reason for Referral: Referral forms obtained from the last 15 groups (N=136) indicate that 70% of the young people were referred as a result of displaying "at-risk" behaviour (violence, drug abuse, theft, trouble at school) or were in "at-risk" situations (as victims of sexual abuse, etc.). 30% were referred for personal growth and development.

Families: almost 50% (N=233) come from families where parents have separated or died and 30% come from families with more than 5 children. 25% are 5th or more in birth order amongst their siblings.

Schooling: 30% (N=75) are still at school or involved in full-time study, while of those who have left school (N=152), 40% left prior to the 5th form and 45% in the 5th form (8% (from N=247) did not

complete this question). Earlier data indicated (N=163) that 30% of the participants were "mostly to very unhappy" with their education level.

Employment: Of the school leavers (N=158) 67% were unemployed (this constitutes 47% of the original sample of N=247). A further 27% were involved in a Department of Labour work scheme, or in some form of casual work. One person had permanent work.

Alcohol and Drugs: Over 60% report using alcohol and over 50% report using marijuana (from N=231). About a third of those using alcohol and a quarter of those using marijuana, use these drugs several times a week or more. 8% also report using solvents, prescription or harder drugs. In the last two years, almost a third have indicated that drinking is a problem in their family. 22% of the total sample (N=247) indicate that they have been in trouble as a result of drinking or drugs (e.g. burglaries, car conversions, expelled from school, etc..).

Brushes with the Law: Over 70% (from N=226) have been in trouble with the law (involving alcohol & drug related offenses, burglaries & theft, aggression/assaults or family related, e.g. running away from home, etc..).

The main dissatisfactions expressed were, in order of priority:

1. lack of employment, then (to a far lesser extent),
2. education
3. troubles with the law
4. lack of family support and
5. drug and alcohol abuse.

Observable Post-Course Changes in Participants

1. After the 6 week course:

For the 30 participants who completed the 6 week course, there are significant changes indicating increased self-esteem and increased levels of motivation to cope with their life. There is, for instance, a strong shift away from agreeing with questionnaire items indicating helplessness, such as:

"I give up easily when I trying to do difficult problems",
"I depend on other people to help me through difficult situations" and
"I have to try really hard before I succeed at anything"[1]

---

[1] These items were part of a set of 63 items that were trialled to develop the Wilderness Self-Esteem Scale (WSE).

2. After the 10 day course

For all other participants who have been assessed after completing the shorter 10 day course, a similar trend to the longer course is apparent:

-90% (N=129[1]) expect that what they have learnt on this course will help them in everyday life[2].

-Over 80% (N=129) say they feel better or much better than they did before the course (this is indicative of increased control over their lives and heightened self-esteem)[2]

-Over 80% (N=129) say the course has helped them to change. Some of the changes expressed include

- "I feel more confident in my ways"
"I find myself a lot happier, more truthful with others and understanding towards other people's feelings as well as my own"
"It has proven to me that once I set my mind to something I can do it"
"It has returned my feeling of enjoying everything and being able to laugh at most situations.."
"The group discussions helped me to see myself as others do, and see what I need to do to improve myself."

-In fact, 70% of the comments made by young people regarding <u>overall change</u> relate to personal growth or improved interpersonal relations.

-amost 60% report having <u>learnt most</u> from the group interaction and personal growth stimulated by the group process and over 55% report that the <u>best thing</u> about the course related to interpersonal support and development. Comments included
"That everyone ended up trusting everyone else and we could talk freely. We became a big happy family."
"Learning about the needs of others and helping them when in need."

-However, almost 80% of the young people report that what gave them the <u>biggest buzz</u> and to a lesser extent (for 55%) what made them <u>feel really good about themselves</u> was some form of physical mastery, achievement or accomplishment on the expedition. In fact it appears that the success experienced in mastering physical challenges may act as the catalyst for personal change and the development of relationships.

Additionally, assessments by the Group Leaders indicate that there is evidence (at the end of the course) that the participants show an increased trust and concern for others, greater willingness to co-operate and an improved ability to listen to one another.

---

[1]Note that this part of the evaluation was implemented only after the first year of courses had already been running.
[2]Note that both the expectation of using what has been learnt and feeling better as a result of participation in the NWE program, are important, in that they are significantly related to an increased self-esteem at 6 months plus.

3. On completion of a 6 month follow up

For the participants[1] who have been followed up and assessed after a 6 months or longer period, there are significant changes indicating increased self-esteem and increased levels of motivation to cope with their life. However, while at the immediate conclusion of the course there is a shift away from helpless "I am out of control" type behaviour indicative of very low self-esteem, changes at 6 months appear to reflect a new "I am in control" type behaviour. In other words, the transition from a low self-esteem to a higher self-esteem status has been made. After the follow up there is a strong shift away from agreeing with items such as"

"Other people control what happens in my life"
"I have few good qualities",

and a move towards agreeing with items like:
"I am a valuable person" and
"I succeed at difficult problems because of my own effort"

Additionally,

-Over 75% (from N=80) report feeling "better" or "much better" about themselves compared with before the course

-80% (from N=71) say the course has helped them to change and, again, comments follow a theme similar to those noted with the completion of the course:

"It gave me a feeling of self worth, to know that I can conquer anything"
"It's improved my ability to work in group situations..." and
"It has made me able to see myself as an able person to make a life ahead of others".

Families: Over 50% (from N=75) report changes for the better in their family situation. Changes include less arguments, better communication and being given greater freedom and responsibility.

---

[1] Note that, while 280 young people have taken part in the program, only 222 have been available for use for the 6 month follow-up assessment, as the remaining 58 participants completed their initial courses less than 6 months ago. While some form of contact has been maintained with almost two thirds of the participants (through families or continual contact through the follow-up activities offerred for 18 months after the expedition) only 88 participants (approx. 40%) have agreed to complete the 6 month evaluation and unfortunately, not all have done so adequately. For instance, only 72 have completed both pre and post self-esteem questionnaires. 57 participants have declined to complete the questionnaires, or have left Whangarei, or are in an institutional setting. The whereabouts of the remaining third (N=77) participants is unknown. (88+57+77=222)

Friendships: Almost 50% (from N=75) report changes for the better with their friends. Again, changes cited include better communication, better relationships and, in some cases, that because their values have changed, their friends have changed for the better.

Employment: While 67% of those who had left school reported being unemployed prior to coming on the NWE courses 41% (26 from the 64 who had left school and were not in full time study) reported being unemployed on follow-up. 27% remained in casual work schemes (the same as prior to the course) and 17% reported that they had obtained permanent employment (11 from 64). Additionally, almost 50% reported that they felt better about their job situation since attending NWE. Changes included feeling more motivated and more confident.

Schooling: 20% remained in full-time study (compared to 30% prior to the course).

Drug and alcohol use:

1. Of those who used marijuana (82% of those assessed at 6 month, i.e. 58 of the 71 participants who answered this question) 38% reported that they smoked less, or had stopped completely since being on the program. 9% reported a greater usage, and 53% remained the same.

2. Of those who drank alcohol (85% of those assessed at 6 months (from N=75)) 43% reported drinking less or that they had stopped completely since attending the program. 15% reported a greater usage, and 42% remained much the same.

A far greater percentage report using alcohol and marijuana on follow-up than expected. One possibility is that the young people are being far more honest after a six month relationship with the program than they were at the start.

Of those who smoked cigarettes (88%), almost 34% reported smoking less or that they had stopped completely in the last months. 16% reported a greater usage, and 50% remained much the same.

Brushes with the law: 72% had remained out of trouble with the law (in comparison to the 72% who had experienced this form of trouble prior to coming on the courses). 68% of those who had been in trouble prior to the expedition reported no longer being in trouble at 6 months.

Just how representative this follow-up sample is of the initial 222 participants remains a matter for some conjecture. An analysis of the pre-course differences between those participants "followed-up" and those not "followed-up" indicated that there were no significant differences between these two groups on any measure of self-esteem or overt "at-riskness". As a result, although those "followed-up" were more likely to be Pakeha and female this does not appear to bias the representativeness of the sample, i.e. the results from the sample "followed-up" may be considered to be reasonably representative of the group as a whole.

However, it is also important to remember that one of the objectives of NWE, in improving the self-esteem and motivation of young people, is to have them show initiative and become response-able. They will have learnt how to make positive changes in their lives and it may be quite appropriate that they have left the district and not be contactable by NWE. Rather than concentrate on the short comings of the 6 month follow-up procedure, it would seem important to look at the positive effect that is generated in young people attending the program. Can these effects be generated in other areas of young peoples lives, such as at school or at home? Can the skills used by NWE staff be utilized by teachers and parents? It would seem that the work on the wilderness experience is just beginning.

In conclusion, these results suggest that NWE is substantiating the theoretical work of Bandura and others, and is achieving its objective of improving the self-esteem of many young people and decreasing their need to follow a lifestyle characterized by "at-risk" behaviours. While much of the 6 month follow-up information presented is based on relatively small samples and therefore needs to be considered with a modicum of caution, the results have remained relatively consistent over the last two years and we may expect that this will continue under the present program regime.

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